

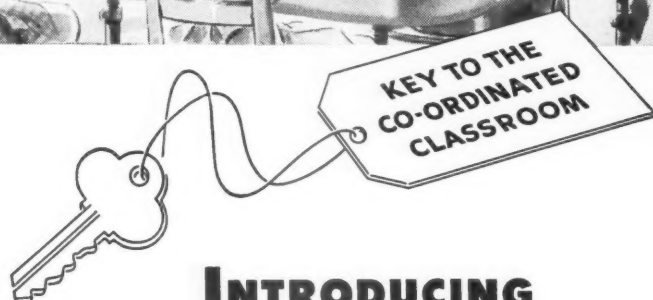
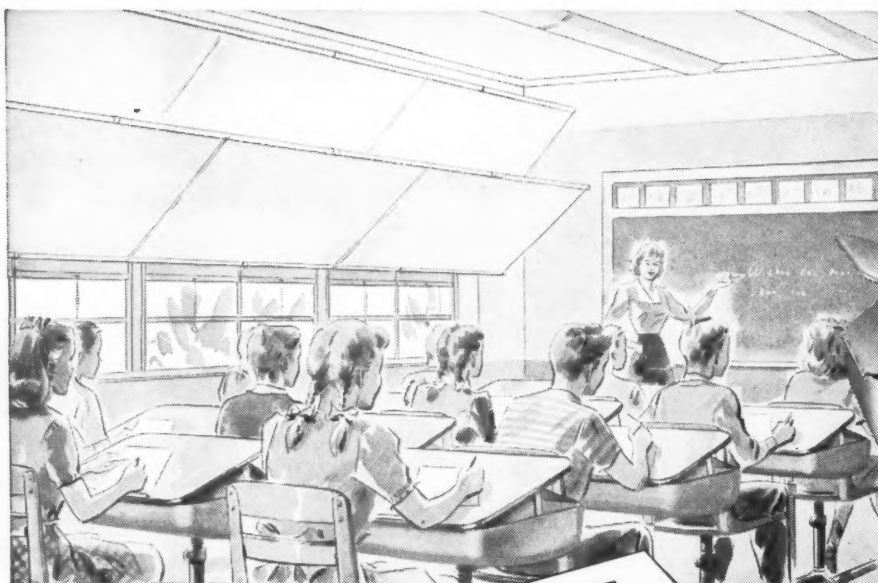
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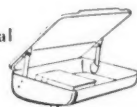
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CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

SEPTEMBER 1950 . . Volume 46, Number 6

"The State Capitol stands as a worthy symbol of California's high aspirations and ideals." The Centennial is September 9, 1950.

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THERE ARE 61,500 COPIES OF THIS ISSUE

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ARTHUR F. COREY *Executive Secretary*

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State Headquarters

391 Sutter Street

San Francisco 8, California

THE COVER PICTURE

THE STATE CAPITOL

SET in a park of ten undivided city blocks made magnificent by a wide expanse of green lawn and a notable collection of more than 400 varieties of native and exotic trees, shrubs and flowers, the State Capitol at Sacramento is one of the most beautiful and substantial capitol buildings in the United States.

At the Constitutional Convention held at Monterey in 1849, San Jose was named as the meeting place for the first California Legislature. Vallejo was selected as the scene for the 1851 sessions of the Legislature, which moved on to Sacramento in 1852. Severe floods in 1853 caused removal of the capital to Benicia, but it was returned to Sacramento in 1854.

In 1856, the Legislature appropriated \$300,000 to construct a Capitol Building on the site of the present Sacramento City Plaza, but contracting difficulties caused the project to be dropped, and another attempt was made to move the capital from Sacramento.

Finally, in 1860, the Legislature voted \$500,000 for the Capitol and, by means of a competition, M. F. Butler of Sacramento was selected as architect. A contract for the start of construction was awarded in 1861, and the cornerstone was laid on May 15, 1861.

The building was occupied by the Governor and State officers on November 26, 1869. The Legislature first used its chambers on December 6 of the same year. The interior was complete at the time, but the exterior was not finished until 1874. Thus 13 years had passed since the laying of the cornerstone, and a total of \$2,590,000 had been expended.

The interior was extensively altered in 1906 and 1907, but the exterior of the building has stood from 1874 to 1949 essentially unchanged. On June 3, 1949, the Division of Architecture of the State Department of Public Works awarded a contract for construction of foundations for an addition to the State Capitol. The capacity of the building will be greatly expanded. The 40 spacious acres of Capitol Park are ample to provide a fine setting for the enlarged building.

In the Centennial years, which have brought such impressive growth and progress to California, the State Capitol stands as a worthy symbol of California's high aspirations and ideals. The people throng Capitol Park every week-end and holiday, to view with pride the noble structure that represents the common effort to create here a commonwealth worthy of the beloved designation, The Golden State. — Nicholas E. Wyckoff, Sacramento.

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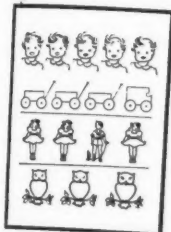
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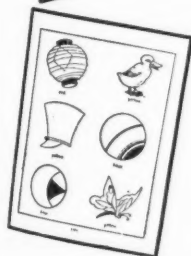
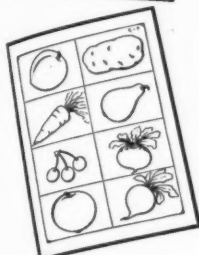
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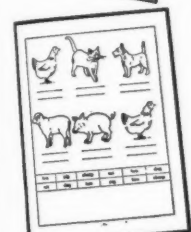
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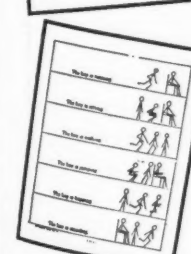
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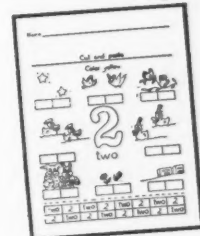
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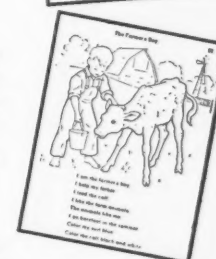
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EDUCATION in a World at War

ALTHOUGH the present world situation is indefinite and uncertain, it is now evident that the world is again at war. This is in reality the first world war. For the first time in history an organization of Nations is attempting to use force to establish a disciplined world order. Every American teacher must accept the responsibility of constant classroom interpretation of the fact that it is not the United States, but the United Nations which is fighting to establish peace and order in Korea. Even if the present "incident" remains localized indefinitely, the world is entering a period of military activity which for a generation may overshadow other phases of economic and social life.

Even more disastrous than the economic maladjustments inherent in a military society is the psychological effect of the fear which inevitably accompanies the portentous possibility of atomic warfare. This irrational and emotional condition will motivate public opinion to illogical and unpredictable developments. However, out of the welter of present uncertainties some unpleasant facts seem evident:

1. There will be a sharp increase in taxation at the Federal level.
2. There will be some type of stabilization of prices, wages, credit and profits in America.
3. Defense activity will soon produce critical shortages in many materials, necessitating some priority system for the distribution of such items.
4. The necessary step-up of industrial productivity will produce, within months, a labor market in which it will again be financially more advantageous for capable young people to enter business or industry than to enter the teaching profession.
5. The standard of living of the people of the world will be substantially lowered. This is especially true in the United States.
6. Population will be even more heavily concentrated in California and within the state in certain critical areas.

Each of these possible eventualities is a step toward regimentation and a step away from our traditional freedom. *In any protracted period of necessary restriction and control, it will be the American Public School which must keep alive the tradition of human liberty and individual freedom, the perpetuation of which is the basic issue in the present world crisis.*

One of the most difficult philosophical contradictions faced by man is the fact that freedom-loving people must temporarily accept some of the techniques of totalitarianism in order effectively to fight it. It will be up to the schools to keep means and ends in proper relationship in America.

EDUCATIONAL PROBLEMS TO BE INTENSIFIED

Every probable effect of the war emergency has an effect on some already complex educational problem. School finance will tend to become more difficult, overcrowding of pupils

more acute, teacher supply will be curtailed and the purchasing power of teacher salaries more inadequate.

There may be those among us who will argue as to the inevitability of these conclusions and certainly all of us will question vigorously their desirability. However, it would be the height of professional folly for us to ignore their probability and to neglect to plan courageously to prevent them if possible, and at all events to meet them in such fashion that the adverse effects upon our children will be minimized.

HISTORY NEED NOT REPEAT ITSELF

One of the most persistent fallacies in human thinking is the conviction that History must repeat itself. Because the education of children has always been curtailed in wartime, we need not assume either the wisdom or necessity of such sacrifices. The great expenditure of human and material resources in war makes even more imperative the conservation of the capacities of our children for the reconstruction which must follow any long-term defense effort. It is the duty of our profession effectively to keep this fact before the public.

PROFESSIONAL PROGRAMS MUST BE ACCELERATED

It must be accepted as axiomatic that the first responsibility of every teacher is now to do a better job of teaching than ever before, but this will not be enough. If, in the face of military disciplines, the school is to remain a free institution; if, in spite of a stringent economy, the educational advantages of our children are to be protected; and if teachers are to continue their fight for professional status, we must have more adequate organizational programs at all levels. As time goes on, problems will emerge with frightening suddenness. As a profession we must be prepared to act with efficiency and speed. No crisis is without its opportunity. The days immediately ahead will give teachers a chance to demonstrate their high professional status.

At this time teachers as individuals and as a profession may well remember the immortal lines of Edward Everett Hale, — "To look up and not down, To look forward and not back, To look out and not in — and To lend a hand." — A.F.C.

California at St. Louis

RESUME OF THE NEA SUMMER MEETING

By Robert E. McKay

CALIFORNIA educators played leading roles in the 29th annual meeting of the Representative Assembly of the National Education Association, July 3-7, at St. Louis.

With 200 delegates from this state helping to swell the attendance to a record-breaking crowd of nearly 5,000 persons, the convention swung through a busy week of action which included the banning of Communists from NEA membership and the re-affirmation of support for Federal aid and for the United Nations.

Twenty-one Californians participated in the program as speakers or leaders. Miss Mary Virginia Morris of Los Angeles, active leader for many years in CTA, and last year Director of the Southwestern Region of NEA

Department of Classroom Teachers, was elected National President of that Department. Dr. Rex Turner of Oakland, President of California Teachers Association, was appointed a member of the NEA Legislative Commission, succeeding State Executive Secretary Arthur F. Corey, whose term on the commission expired.

California's experience in meeting many of the problems considered at the discussion groups and clinics was liberally referred to throughout the convention. Observers concluded that California enjoys an enviable position of leadership in professional activities in the United States.

California recorded the largest gain in NEA memberships last year, upping its total by 2,343 to a new high of 34,588, the convention was told. She

is second only to Pennsylvania, which has 37,702. California, however, has 683, the largest number of life members.

Nearly 100 Californians traveled to the convention city aboard a special Santa Fe train. A full 3-day schedule of activity was planned by Mrs. Hazel Blanchard of Fresno, vice-president of CTA Central Section and recreation chairman on the special train. The program was engaged in enthusiastically by the group, with card tournaments, community singing and a hilariously funny stunt night program directed jointly by Mrs. Alma Walker of Fellows and Fred Bewley of Whittier.

The anti-Communist action of the convention came in a by-law amend-



A trio of Presidents at the NEA summer meeting at St. Louis, left to right: Dr. Rex H. Turner of Oakland, President of the California Teachers Association; Miss Corma Mowrey of West Virginia, newly-elected President of the National Education Association; Miss Mary Virginia Morris of Los Angeles, newly-elected President of the NEA Department of Classroom Teachers.

ment stating that "no person shall be admitted or continued in membership in the NEA who advocates or who is a member of the Communist Party of the United States or of any organization that advocates changing the form of government of the United States by any means not provided for in the Constitution of the United States."

HOLT HITS SCHOOL ENEMIES

President Andrew D. Holt, in a convention address, hit at "groups whose primary purpose apparently is to weaken the public schools or at

least to arouse public doubt concerning the value of their program."

Increased necessity for a stepped-up program of public relations was stressed by Dr. Corey, who reported on the findings of a 3-day discussion group. The schools must meet public criticism that they are failing in their assigned tasks and must take positive action to overcome the too-common belief that teaching is a job that anyone can do, he said.

Miss Corma Mowrey of Charleston, West Virginia, was elected NEA President for 1950-51.

MISS MORRIS WINS

PRESIDENCY

CALIFORNIA'S role of educational leadership again has been spotlighted in national attention with the election last July of Miss Mary Virginia Morris, of Los Angeles, as President of the NEA Department of Classroom Teachers. Miss Morris was named to the high position in an election held at the St. Louis convention of the NEA.

One of California's best known and most respected teacher leaders, Miss Morris proved by her election to be held in equally high esteem by the classroom teachers of the nation.

The new national president, a classroom teacher in the Soto Street Elementary School in Los Angeles, has for many years played a leading role both in CTA and NEA affairs. She served continuously many terms as a member of the CTA State Board of Directors and has recently completed a term as Southwestern Regional Director of the NEA Department of Classroom Teachers.

Besides her work in educational organizations Miss Morris has been a leader in the California Federation of Women's Clubs and the California Federation of Business and Professional Women's Clubs. She is an active member of PEO and was first president of Chi Chapter, Delta Kappa Gamma.

Mary Virginia Morris



A Letter of Appreciation

To All California NEA Delegates

SINCE I do not have all of your addresses I have had to take this means to say "Thank You" for all that you did to elect me president of the NEA Department of Classroom Teachers.

One of the most gratifying parts of the election was the vigorous and dignified campaign carried on for the victorious outcome. How I wish you might have shared with me the many complimentary remarks I heard about the splendid way the Californians campaigned in my behalf. Many people were greatly pleased with the professional and ethical way you people worked.

I shall always be grateful for the confidence which the Californians and the classroom teachers of the nation have in me. My sincere prayer and hope is that I will always merit that confidence.

Most gratefully yours,

Mary Virginia Morris.

ASSOCIATION PURCHASES NEW HOME

ACTING on the authorization of the State Council of Education, the Board of Directors of California Teachers Association has purchased an office building located at the corner of Sutter and Taylor Streets, San Francisco. The structure is a 6-story steel and concrete Class A building which, with reasonable alterations, should house the Association's office activities for many years to come.

The building is downtown, easily accessible by public transportation, and within a few blocks of leading San Francisco hotels. Architects are now at work on plans for the remodeling

of the upper three floors, which will provide modern office facilities for the staff, comfortable and commodious reception-rooms, an attractive conference-room for the Board of Directors, and other facilities to make the building a usable educational center for all types of smaller meetings. Larger groups, such as the State Council of Education, can still be more economically housed at one of the major hotels in the vicinity.

The Board of Directors contemplates that the total cost of the property, including the necessary remodeling, will be \$325,000. That portion of

the building not occupied by the Association will continue to be rented, including two stores on the ground floor.

The CTA State Council gave notice last April of the intention of raising the dues of the Association to \$7, with specific instructions that the dollar increase be earmarked for the building project. It is hoped that with the supplementary revenue derived from tenants and the savings on rent in present quarters, the building can be paid for in 5 years. This program will give the CTA one of the most modern and efficient headquarters of any of the state teachers associations.



WARNING! Defeat Proposition One!

By ARTHUR F. COREY

UNLESS you want California teachers' salaries cut \$300 or more next year, defeat Proposition 1 on next November's ballot!

Slashing teachers' salaries isn't exactly what the proposition says it aims to do, but that surely would be one of its effects.

If school people should sit back and permit Proposition 1 to pass this year, what we now call a financial crisis would immediately degenerate into chaos.

For teachers — an almost assured loss of several hundred dollars from all salaries in nearly every district, and complete abandonment of salary schedules in many.

For administrators and board members — heartaches compounded on headaches as they try to carry on the school program with a loss of a quarter of the local revenue.

For the children — another watering-down of an already diluted educational opportunity . . . larger classes, fewer supplies, less equipment.

Proposition 1 simply would exempt all personal property from taxation by either the State or local governments. To most people, that would mean simply a few paltry dollars and a nuisance eliminated from their tax bill by abolishing the levy on their home furnishings.

However, that's not the whole story. Merchandise inventories in retail and wholesale merchandise establishments . . . much industrial equipment . . . private railroad cars . . . bank franchises — all these now are taxed but would not be if this measure should carry.

All of these combined would mean a loss of \$150 million in revenues to local governmental units — including schools, and possibly another \$50 million in State revenue.

Losses to the counties might be restored through shifting the burden to real estate, so the home owners

would be paying more, not less, than before. Cities may utilize other sources of revenue, such as the sales tax, to make up for the loss. But schools, temporarily at least, would be helpless. Tax limits prevent them from shifting the costs. They simply must suffer the loss of income.

Not a single argument offered in support of this measure is even remotely valid. There is no evidence whatever that the personal property tax has hindered California's industrial and trade development. On the contrary, the only two states which showed industrial growth comparable to California's between 1939 and 1947 both had personal property taxes similar to ours.

Costs of collecting this tax are quite low and the implication that 75 per cent of the revenue goes to pay costs of collection is ridiculous beyond debate.

For teachers, the basic facts are these:

Only a few large taxpayers would benefit by this amendment, and a good many of them, realizing its unsound and damaging effects on governmental functions, are joined in opposition;

California schools would lose nearly a fourth of their local revenue;

The first impressions of this measure are misleading and might win the votes of home owners and tenants if they did not realize that they would be injured rather than benefitted by its passage; in short it could easily become law through inadequate information to the voters.

PREPARE NOW FOR VIGOROUS FIGHT

TEACHERS are represented on the statewide campaign steering committee. Teachers likewise must give personal and organized support in every local and county committee that is established. Further campaign suggestions or instructions will come later, but preparation for a vigorous fight is in order now for every parent, teacher, and friend of Public Education.

The Indiana Conference

By Dr. Sonoma Cooper, Berkeley; Chairman CTA State Committee on Teacher Education and Professional Standards

THE 1950 Conference of the National Commission on Teacher Education and Professional Standards was held at Indiana University, Bloomington, June 27-30, to consider the question of Evaluative Criteria for Teacher Education Programs and to develop a tentative Statement of Professional Standards for Institutions that Prepare Teachers.

The problem was divided into 14 parts, and two parallel groups worked independently to develop reports on each part. These reports will not be published, but will be available to individuals and groups that are working to obtain professional evaluation of all teacher education institutions in the United States.

The topics for group discussion, and some highlights from group reports will give an idea of the scope and difficulty of the problem considered:

1. Institutional Objectives should be determined by the democratic process, in which faculty, consumers of teacher education, and the lay public participate, and the personnel of the institution should have a clear understanding of these objectives.

2. Professional Personnel. Institutions that prepare good teachers must be staffed with instructors of superior personal, professional and technical qualifications.

3. Institutional Organization. The teacher education program should be under unified control, autonomous within its own area, and should originate democratically by the participation of all agencies and organizations which have specific interest in educational problems. Institutions should be so organized that all departments concerned with the teacher education program may bring competence and concern to bear upon the program, but the department of education should determine the curriculum and content, both general and professional, in the teacher education program.

4. Facilities and Resources. Evaluation of the program of teacher preparation must take into consideration all the resources available to the institution and the degree to which these facilities are being put to good use. An adequate field staff should be allotted time to develop community-institution relationships.

5. Financial Support and Financial Policy. The cost for a teacher education program must compare favorably with the cost of similar programs in higher education in other professional schools. Teacher education institutions must be fiscally independent and free from interference by non-educational agencies.

6. Student Personnel Policy and Programs should be a cooperative endeavor with responsibility shared by professional organizations, pre-college schools, teacher education institutions, State Departments of Education, and the lay public. The program should be in accord with the objectives of the institution, and should be designed to serve the real needs of students individually and in groups.

7, 8, 9. Programs (of General Education, of Specialization, of Professional Education) for Securing Initial Competencies as Related to Teaching. General Education should be determined by the needs of individuals and society. It should be articulated with high school work and coordinated in the college with the specialized and professional education programs. Specialization in subject areas should be different in content and in degree for the elementary and the secondary teacher. It should be planned and directed in terms of (a) the age level and maturity of children and (b) the community served by the college. The professional program should provide a

well-planned sequence of theoretic orientation and concrete experiences in the areas of competencies desired in a beginning teacher. The prospective teacher should understand the organization of schools. Ethical and professional values should be developed by familiarity with and early participation in professional organizations.

10. Provisions Beyond the Undergraduate Level for Maintaining and Increasing Teaching Effectiveness, with Emphasis Upon Master's-Degree Programs for Teachers. The Master's-Degree program may not always provide the competencies that are considered essential for success in teaching. The fifth year should be considered as an integral part of the entire teacher education program, with laboratory experience if it is taken before regular teaching experience has been obtained.

11. Programs for the Preparation of Supervisors, Administrators and Professional Personnel in Areas of Special School Services should develop democratic attitudes, provide the same general education as that provided for teaching levels, and develop understanding of the relationships among educational goals, administrative techniques and human relations.

12. Institutional Services to School Systems and Teachers in the Field. The institution should be so organized that the Department of Education can develop a positive program of educational service for public schools and public school teachers. This program should be developed through the cooperation of the teacher education institution, local administration, teachers and teacher organizations, the State

(Please turn to Page 28)

California educators at national meeting — Representing California at the 1950 National Conference on Teacher Education and Professional Standards at Indiana University, Bloomington, Indiana, were these four educational leaders. Left to right: Annamae Morrison, teacher, Rio Vista; Dr. Sonoma Cooper, high school teacher, Berkeley; Doris Schenck, teacher, Santa Ana, and Edwin A. Swanson, San Jose, vice-president, United Business Education Association. Mrs. Margaret Hill of Santa Barbara, representing the NEA Department of Classroom Teachers, was not present when the picture of the California group was taken, but was also a participant at the Conference.



SIGNIFICANT ACTIONS

Important items from the meeting of June 10 of the CTA State Board of Directors:

THE affiliation of the California Business Education Association was approved.

Dates, for the current school year, for the Board of Directors meetings were adopted: August 26, October 7, December 8, December 9, 1950; February 3 and April 14, 1951.

Erwin A. Dann of Fresno, immediate past president of the Association, was made Chairman of the CTA State Committee on Legislation.

The State Executive Secretary was authorized to make public statements in opposition to the Personal Property Tax Exemption proposal, which has qualified for a place as Proposition Number One on the November ballot. This proposal is a very dangerous one for the public schools, since it would remove all personal property taxes from the tax rolls and would force school districts to seek other sources for their principal revenue.

CTA Fall Training Program

TWO new weekend conferences have been added to the fall training program sponsored this year by the various Sections of California Teachers Association for local association leaders.

Both of the new conferences have been located in ideally beautiful settings. Leaders from the Northern Section will gather September 22-24 at Manzanita Lake in Lassen Park. The North Coast Section has scheduled its first leadership conference October 13-15 at luxurious Benbow's Lodge, most elegant of the Redwood Highway resorts.

In each of these sessions, special stress will be laid on mapping action programs and designing technics for rural associations where problems of distance and communications complicate general participation.

*The Southern Section will sponsor its 10th annual conference at Camp Seeley, near Crestline in the San Bernardino Mountains, September 29-October 1, and the Bay Section's 9th annual Asilomar is set for October 27-29. Since Asilomar is located in the heart of their area, the Central Coast Section again will send its leaders to the Bay Section meetings.

November 10-12 are the dates for the Central Section's 3rd conference at Asilomar, where leaders in all of the meetings will follow a new type of program devised to give uniform direction to all local association activities in that area.

Besides the weekend meetings, 8 field conferences have been booked in the Northern Section and 1 in the Central Section during October. The 5 Bay Section field conferences are planned for November. In January and February 8 more will be held in the Central Coast and Central Sections.

Dates for Southern Section field conferences have not been announced, but plans include meetings in Santa Barbara, Ventura, Orange, San Bernardino, Riverside, San Diego and Los Angeles counties, most of them during the fall months.

With the two additional weekend conferences and the expanded schedule of workshop or field conferences, the Leadership Program this year, even more than before, will offer teachers throughout the State opportunity to meet with leaders of their professional association and to receive information and direction to vitalize their local activities.

CTA State Headquarters Staff at Work

SECRETARY TO THE EXECUTIVE

PPRIVATE Secretary to the Executive head of the California Teachers Association is a position requiring long experience, broad information and untiring effort.

Miss Helen Johnson, for many years a member of the headquarters staff, combines these qualifications with an unfailing good humor and unlimited patience.

She possesses familiarity with the many contacts required of the Executive Secretary, makes all his appointments, carries on his personal correspondence, and reminds him of all the things he would otherwise forget.

A good secretary can go a long way in making a tolerable executive out of an otherwise inefficient man. Helen Johnson is a good secretary.

In addition to all her other duties she serves as secretary to the Committee on School Finance. — A.F.C.



CALIFORNIA'S BIRTHDAY

By Bess Danielson, Teacher L-H 5, Grant School, Oakland

This is a pageant of California's growth, written for elementary school children. Classroom social studies and rhythms are fitted together for a Centennial play.

School orchestra plays while people are being seated.

Song: America.

Reader 1: "It will be 100 years on September 9th since California joined the United States. This play represents the growth of California; how our forefathers broke the trails, built the missions, settled their problems, established homes, and became a part of our union."

Reader 2: "When the good Father Pena came up from the South, great fields of poppies and lupin greeted him."

Kindergarten enter with orange and blue caps, spread over the field going through movements of growth as if a breeze is blowing. Butterflies and bees can flit from flower to flower. Priest enters as flowers settle in quiet position.

Father: "What a beautiful land. The flowers are abundant." (Kneels with his cross and prays.) "Oh, Father, who art in Heaven, thank You for guiding me into this wonderful valley. Help me make Christians of these people who live here."

Indians: (Gather while he is kneeling. Poppies rise and skip to seats. Indians have a captive and dance a war dance.)

Father (holding up his cross): "God bless you, my children, what are you doing? Do you not know it is wrong to harm thy neighbor? Let him go."

Pantomime: (Chief motions to his men to be seated. He walks to the Father, makes signs, goes back and frees prisoner. Prisoner rushes to Father and drops on knees.)

Father (raises cross): "Blessed be my children." (Indians follow Father off.)

Reader 1: The Indians learned to love the kind Father.

Reader 2: Missions were built.

Reader 1: Indians went to live there.

Reader 2: For years happiness reigned in this land.

Reader 1: The tall, handsome, white toothed Spaniard came up from the South.

Pantomime: (Spaniard enters, surveys, shapes bricks, beckons.)

Reader 2: They took the earth and built white adobe, red roofed homes.

Reader 1: Beautiful women and happy children ornamented these ranches.

Dance: First grade cowboy or vaquero).

Reader 2: The Spaniards built the first town of Monterey.

Reader 1: For 53 years their flag waved over the State.

Reader 2: Visitors were welcome and most royally treated.

Reader 1: The Spaniard sang, played the guitar, the violin or flute.

Reader 2: The gay vaquero lassoed his animals from highly-decorated saddles.

Reader 1: For entertainment they danced and shouted.

Dance: Spanish.

Reader 2: The Russians came down from Alaska and settled Fort Ross.

Reader 1: Many flags flew over California.

Reader 2: The trapper came.

Pantomime: (Two fur-capped scouts search a path.)

Reader 1: There was a revolution in Mexico. The new government called all the Franciscan Fathers home. Broken-heartedly the priests left, for they loved the Indians and knew the Indians were unprepared to govern and protect themselves.

Pantomime: (Mission Indian scene.)

Reader 2: Plundering, thieving, greedy Spanish, Mexican and American men robbed the unprotected people.

Reader 1: Trouble followed. Roofs fell. Shining white plaster crumbled. Cattle were stolen.

Reader 2: Captain Sutter built a protective fort in Sacramento.

Reader 1: Gold was discovered. (Pantomime, man panning gold.)

Reader 2: The covered wagon came.

Pantomime: Slowly one covered wagon enters while talking goes on.

Reader 1: Adventurous people; young, fearless people; old, sensible people; children; brave women; preachers; doctors; and followers of the soil came; Gold! Gold! All to dig gold.

Pantomime: An evening in camp. Sing Oh, Susannah! Have one or two boys sing to a violin. Others sit around fire and motion like they were clapping time. Procession moves on.

Dance: Early American.

Reader 2: Men were greedy.

Reader 1: A lawless period followed. Americans ask for help.

Reader 2: John Fremont, with Kit Carson as a guide, came from the United States to investigate. Fremont raised the Bear Flag, hoping it would be his Republic. (Have two boys raise the Bear Flag.)

Reader 1: For 48 days the Bear Flag flew over California.

Reader 2: California joined the United States on September 9, 1850. (Raise United States Flag. All stand and give Pledge of Allegiance. While still standing, sing America the Beautiful.)

Reader 1: People rushed into the new State.

Reader 2: Fruit, grain and cattle were farmed. The country thrived.

Dance: Farmers and Farmerettes.

Reader 1: Folks were joyous. The Nineties glittered with gayety.

Reader 2: The people played, sang and were happy.

Dance: Virginia Reel; Heel and Toe Polka.

Reader 1: The car was invented. Oil was discovered.

Reader 2: It was called flowing gold.

Reader 1: Immigrants kept coming.

Song: Covered Wagon or California Here I Come.

Reader 2: Wars were fought.

Reader 1: Peace was signed. People again can play.

Reader 2: They ride, they swim, skate, they dance.

Dance: Square dances — The Ocean Wave; Three Little Sisters.

Reader 1: California offers happiness to all who strive to keep it.

Reader 2: Freedom from Fear.

Reader 1: Freedom from Want.

Reader 2: Freedom of Speech.

Reader 1: And Freedom to worship God as we choose.

Reader 2: We will conclude our program with a Dance, Sicilian Circle.



above activities will be available to all chapters in the near future.

On the Serious Side

There has never before in the world's history been a time when there was as great a need for educators. Although many prospective teachers and CSTA members may be called upon to enter the Armed Services this academic year, it is imperative that we continue to build and have faith in the future.

I am looking forward to seeing and becoming acquainted with many of you this year. Please feel free to offer any suggestions that you believe will better our organization.

*John F. Clark,
State President,
Chico State College*

REPORT FROM THE PRESIDENT

Greetings:

The above word holds various meanings. To many of us it was and is an invitation to join Uncle Sam's Armed Forces. My greetings, however, are to welcome both old and new CSTA members to a new school year and to an ever-increasingly active CSTA organization.

The outlook of the world has taken on a serious aspect because of the recent threat to world peace. If we are to have real and lasting peace it will be through the medium of education. We as prospective teachers will play a major role in this field.

The word Education is highly feared by dictators and would-be world conquerors. It is through Education that we rise above the mass and are able to assert ourselves as leaders and guides. Realizing the seriousness of present-day conditions makes it more imperative that we continue in professional growth and personality development—the objectives of CSTA.

Progress

Our CSTA was organized in 1937, with a membership of approximately 300. It is gratifying and commendable that today we have passed the 4,000 mark. By diligent work we may realize a 100% membership of all students in teacher-education.

How can each individual help in the enlistment of new members? The following suggestions offer a few ways this may be done:

1. Personal contact of each CSTA member with prospective student teachers.
2. Distribution and publicity of CSTA information.
3. An active local chapter program, working in conjunction with other school organizations.

4. Stimulation of interest in CSTA through social as well as educational meetings.

5. Encouragement of participation and support of faculty members.

Program

The professional growth of CSTA is apparent in the promising program already formulated for this year.

The promotion of a plan for officers training is a new and important step toward more efficient chapter programming and organization. The first meeting for officers training will be held October 27-29 at Asilomar. From each chapter the president, sponsor, and one other officer will attend this conference.

Another new step to help increase the efficiency of the CSTA will be a series of regional meetings, — November 4, Stockton; November 11, Los Angeles; February 24, San Francisco; March 3, Los Angeles. These will better unify chapters whose schools are in fairly close proximity. Plans are under way to present active, interesting and educational programs for these and other meetings.

Further information regarding the

WHEN TEACHER TURNS PARENT

WE admit to child psychology advance,
And agree naught's left to either fate
or chance.

Then, the shattering surprise,
To be made to realize

That our daughter, unaware
Of these efforts for her care,
Ignores all that's been done;
And goes her way; it's much more fun.

Gone the stress on verbs and tense.

Interest lags in sentence sense.

Few are amazed at this change in things;

It's part of the program parenthood brings!

— By Beatrice K. Kess, Teacher,
Jordan Junior High, School,
Burbank.

State officers of the California Student Teachers Association — Left to right: President John F. Clark, Chico State College; Secretary, Corliss Kranz, Whittier College; Vice-President, Irving D. Croshier, University of Southern California.



TWO NEW CTA SECTION PRESIDENTS

Miriam Spreng

MIRIAM SPRENG, President of CTA Southern Section, has been a visiting teacher on the Guidance Bureau staff of the San Diego City Schools for 18 years. She received her AB at Oberlin College and her Masters in Social Work at the University of Toledo, and has attended summer sessions at the New York School of Social Work, Columbia, Ohio State, School of Social Service Administration at Chicago University, and League College at Pennsylvania State. Her experience before coming to San Diego consisted of social work in relief and child welfare agencies in Toledo and Richmond, Virginia; in elementary classroom teaching in Toledo; and in visiting teacher work in Toledo and Portland, Oregon.

Miss Spreng has taken an active part in professional organizations for the last ten years, serving her local group as ethics



Miriam Spreng

chairman, vice-president, membership chairman, and president. She is a member of the board of directors of the San Diego Teachers Retirement System. For a number of years she was chairman of the salary evaluating committee of the San Diego City Schools.

In the Southern Section Miss Spreng has been chairman of the ethics commission, member of the board of directors, and vice-president. In the State association she is now serving as chairman of the ethics commission, as a member of the State council, and of the legislative committee.

Besides her teachers association activities Miss Spreng is regional chairman of the National Association of School Social Workers, has been vice-president and president of the Nu Chapter, Delta Kappa Gamma, secretary of the San Diego Council on Teacher Recruitment, education chairman of the Area Council of Camp Fire Girls, is a member of the Community Welfare Council and is active in local social work and Coordinating Council groups.

Elizabeth Corson

ELIZABETH A. CORSON, president of CTA Bay Section, is a supervisor of instruction in the Stanislaus County Schools. Native of Stanislaus County, she received her early education in Ransom Elementary School, the Modesto High School and the Modesto Junior College. She was graduated from the College of the Pacific with a degree in education, at that time receiving a general elementary teaching credential. She has done graduate work at University of Southern California and College of the Pacific, and in 1943 was granted an administration credential as elementary school executive.

Her 17 years of experience as a teacher include 13 years on the faculty of Ceres Elementary School, where she served successively as classroom teacher, teaching vice-principal, and supervisor. For one year she was teaching-principal of the Ransom Elementary School. She has held her present position on the county staff since August, 1949.

Actively interested in professional affairs, Miss Corson was a member of the board of directors, Stanislaus County Teachers Association, was elected for a third term as a representative to CTA Bay Section Council, and was for 19 months the vice-president of the section. She has been secretary and vice-president of the Stanislaus County Elementary Principals Association; is a member of the teacher education committee of the San Joaquin Section, California School Supervi-



Elizabeth Corson

sors Association; is affiliated with California Elementary School Administrators Association, Association for Supervision and Curriculum Development, National Council of Teachers of English, NEA and ACE. She has attended NEA conventions in Denver, Boston and St. Louis and the 1950 Conference of the ASCD held in Denver.

Miss Corson is a past matron of Smyrna Chapter, Order of the Eastern Star, and is an active member of Chapter B.H. of the

P.E.O. Sisterhood, and of the First Methodist Church in Modesto. Over a period of years she has been associated with the activities of the Methodist Youth Fellowship, serving as local counselor, district director and faculty member at summer institutes.

THE LAST MAN

By Earl Akin, Teacher, Haight School, Alameda

HHEY, Jim, come on."

"Pete, Gary Steve . . ."

(There are so many, I know I won't be left 'til last.)

"Bill, you with the blue cap, Jim, Cal, Ken . . ."

The selection went on, but Vic remained with the group. As the names were called, the person would move into the proper line.

(It's getting smaller and smaller, surely I'll be called soon; I don't want to be last.)

"The one with the blue shirt, Richard, Bob . . ."

The selection went on, but still Vic remained with the quickly diminishing group.

(I'll look my best, throw out my chest and smile; I'll be next—I hope.)

The selection was getting smaller; the choice harder to make, the relative values more important, and those doing the selecting took much more time—this was important—very important.

"Bobby, the . . . the . . . one next to Vic, Joe, the one at the end, Carter, Charles, Carl, Wally . . ."

(I must be selected soon; I must; I can't be last—I hope, I really hope. I must be selected soon; I'll smile my best, show my best side; I'd make a good man for any group, and would I try, I'll say I would!)

The choice was small, the judges more critical than ever, the chance selection more important, the price more dear.

"Mike, Ken, Quentin, and . . ."

A new voice entered the shattered reality of Vic's world.

"All right, Victor, you are on team 4. Team 5, you get the next man who returns, team 6 the next and so on."

Vic moved to his team, with his eyes on the ground; he was very, very unhappy—he had been the last man!

The 6th grade had "choosed" its baseball teams for the next report-card period.



Parents & Teachers

California Congress of Parents and Teachers



JUVENILE PROTECTION

By Mrs. Ralph E. Lewis, Los Angeles;
State Chairman, Juvenile Protection
Committee

OF all the chairmanships in the California Congress of Parents and Teachers, Juvenile Protection is probably the hardest to define. The most prevalent misconception of the title (even among our own members) is that it is synonymous with physical safety.

There was the instance, for example, of the lady who called us to ask, "Isn't PTA supposed to be interested in protecting children?"

"Definitely," we assured her.

"Then," she demanded, "I want you to send somebody from the PTA over to my yard right away, to clear a swarm of bees out of my hedge. Otherwise, my children may get stung." When we regretted that we had no skilled bee-catcher among our volunteer workers, the lady waxed irate. Fortunately, we were able to placate her and save our reputation by referring her to a proper professional source of help.

In the California Congress, protection against physical hazards is not the function of the Juvenile Protection chairmanship, but is the business of the Safety chairman.

Another common mistake is to refer to the Juvenile Protection chairman as the Juvenile Delinquency chairman (or just the Delinquency chairman. We were even once introduced as the Delinquent chairman!) Whereas we realize the importance of, and work for, a reconstructive program for delinquent youth, we continually point out that even at the worst of times not more than 2% or 3% of California youth are delinquents. Therefore, our first concern is the constructive, creative responsibility of maintaining the highest possible standards for all youth. Protection is the keynote of our work, protection of youth from moral hazards and detrimental influences in home and community, which implies also the effort to replace these

dangers with a wholesome environment.

Since Juvenile Protection is a rather abstract subject which overlaps many other Parent-Teacher fields, we urge constant cooperation with such committees as Parent Education, Recreation, Home Service, Youth Groups, Health, Legislation, School Education, Americanization, Motion Pictures and Radio.

Realizing also that the program of delinquency prevention is a total community one, we cooperate with all agencies interested in the establishment of a community environment in which young people may grow to happy, effective, useful adulthood—such agencies as coordinating councils, churches, law-enforcement, juvenile court, guidance clinics, California Youth Authority, youth councils or commissions, public libraries, health, and recreation departments, city councils and boards of supervisors.

Because there is no single panacea for the prevention of delinquency, no single program of protection can be recommended. Each community must study its own problems and map out a program to meet the needs revealed.

This year, as a result of such studies, and suggestions from the State chairman and other sources, our units have carried out a tremendous variety of projects, running the gamut from matters of purely local import to those of national concern.

Protection of Children

Of primary concern to us all has been the matter of protecting our children from sex offenders. In the legislative field, we are particularly gratified that at long last a complete study of the sex problem is to be made—this being something which the CCPT has requested of the Legislature for several years past. We interested ourselves also in the law-enforcement phase, urging our units to cooperate with local authorities, county or city, to secure better control and protection. And, most important of all, we have been active in the educational

phase—emphasizing the need for more adequate sex education in home and school, and trying to bring helpful information to parents through many channels, magazine articles, conferences, radio broadcasts and the like. We sincerely feel that considerable progress has been made.

In addition to our work on the sex offender problem, we have carried out two Statewide projects. Being gravely concerned about the publicity given in newspapers to youthful offenders, and to victims of sex offenders, publicity which included names and pictures, we asked our districts to set up committees to scrutinize local newspapers. Where the identity of youthful offenders or victims was not published, commendation was given to the publishers, but we recommended that our committees remain on the alert to see that the policy was adhered to. Where names or pictures were used, the committee went to the publisher to try to effect a change of policy. Our districts report that the situation is improving. In some counties, it is the neighborhood papers which publish names or pictures; in others, PTA has been successful in securing cooperation from the smaller papers, but is still dissatisfied with the metropolitan papers. Most police departments seem to have a pretty definite policy of protecting the identity of juveniles.

A Family Court

We are currently engaged in a project which cannot be completed this year. At the request of one of our districts, the State chairman was instructed to make a complete study of the Juvenile Court set-up throughout the State, with a view to possible recommendations for a Family Court, or Children's Court, consideration to be given, too, to qualifications for Juvenile Court judges, method of selecting them, and so on. As it happens, the State Judicial Council has ordered a study of just this kind to be made, the report to be presented to the Legislature next year. We are now working with the Judicial Committee, on an invitational basis. Preliminary reports seem to indicate that the matter will be rather controversial. No two of the Juvenile Court judges with whom we have conferred seem to have the same ideas about a Family or Children's Court, or about how Juvenile judges should be chosen.

One outstanding project was carried out in Southern California, during last Easter vacation, in a resort area where multitudes of young people go every vacation period. There has been for

(Please turn to Page 29)

NEWS FROM THE FIELD

September 23 is the final date for filing application as Recreation Therapist, California Department of Mental Hygiene; 18 new positions are now open. Detailed information may be obtained from State Personnel Board offices in Los Angeles, San Francisco or Sacramento.

Twenty-six San Diego City schools are enrolled 100% in the National Education Association, according to a report received from Miss Vera Hawkins, one of the two NEA State Directors. Henrietta A. Raaf, president of the San Diego Teachers Association, sent the list of the schools achieving this highly professional record to Mr. T. D. Martin, director of NEA membership.

California Retired Teachers Association State Board held its first fall meeting, August 14, at CTA Southern Section headquarters. This school year, emphasis is being placed on increasing the membership of the association, under leadership of Mrs. Florence Mount of Glendale, membership chairman. There are now over 4,300 paid-up members, the Los Angeles division having the largest number, 1,080. State goal is to have each retiree in California a member in a local division of CRTA. — Mrs. Margaret H. Smith, State Publicity Chairman.

YUBA CITY VICTORIES

WE are happy indeed to write you that your student, Irene Yoshikawa, has been awarded second prize in the Superior Division of the January bookkeeping contest. The above is a quotation from a letter received by Reginald C. Estep, head of the commercial department, Yuba City (Sutter County) Union High School, from

Mr. Estep's nine champions: upper left to right, Nadine Kitagawa; Joan Fields; Reginald C. Estep; Peggy Lewis; Helen Sampley; Beverly Atkins; lower, Fayettea Courtney (oscar winner in 1949); Irene Yoshikawa (2nd January contest); Jean Bartlett (silver cup winner in 1946; only one in California).



the Business Education World, a McGraw Hill publication.

This award was given in a contest whose participants entered from 40 states, 5 Canadian provinces, Japan, Hawaii, Alaska and other foreign countries. The total number of entries was over 100,000.

The picture shows 9 champions who are now in school who have 18 similar awards. Many more are now living and working in our community. Mr. Estep's students have received 72 individual and school awards in the past 12 years.

By special request the contest papers are sent as early in the month as possible, since 70,000 solutions are received in New York between the 25th and 28th of each month. It is possible that in the 9 contests given this year over 12,000 teachers and 1,000,000 students will participate.

Yuba City Union High School is proud to compete with this illustrious company and hope in the future to continue to be winners, so that our students will find good jobs in the future.

Miss Peggy Lord of a Texas high school was top winner (\$1000) in the national essay contest recently sponsored by the President's Committee on national "Employ the Physically Handicapped Week." Miss Charl Ormond Williams of Washington; DC, was chairman of the essay subcommittee. Other prizes were \$400, \$300, \$200 and \$50.

THE SCHOOL ADMINISTRATORS

THE most important activity of the California Association of School Administrators for 1950 is our statewide cooperative study of problems of public school support. With the single purpose of providing the Cooperative Committee and other constituted agencies with factual data that will be useful in devising an equitable and adequate plan for the support of the public schools of California, the membership of the association is carrying forward a "grass-roots" study of the financial problems of the various types of school districts in order to avoid, if at all possible, the dissatisfactions and inadequacies of previous proposals. These studies will be reported, discussed, and implications drawn at the San Diego

Convention on October 5, when the entire day's program will be centered around problems in this area.

CASA annual convention will be held at San Diego, October 4-6; sessions on the 4th will be sponsored jointly by the California School Trustees Association and CASA. Meetings will be held in Balboa Park, where new and unusually adequate facilities are available. A feature will be the exhibit of school equipment and supplies; more than 75 manufacturers, architects and distributors will participate. The large exhibit hall is already "sold out."

The 13 sections of CASA are now organized and functioning in the promotion of the association's program. Many of the sections have scheduled regular meetings. Several have entered upon research studies and investigations on selected administrative problems. The association provides through its central office for the exchange of results of these studies between the sections.

The association's publications, "The People and the Schools of California" and "Lay Advisory Committees to Boards of Education in the United States," have a good reception. Both have sold well throughout California and all over the nation. Other publications, notably on school support, and a digest of a study on "all year" school programs are in the course of preparation.

Noted speakers at the San Diego convention will be Dr. Walter D. Cocking, editor, School Executive Magazine; Warren Travis White, president, American Association of School Administrators; Earl J. McGrath, United States Commissioner of Education; Dr. Roy E. Simpson, State Superintendent of Public Instruction; Dr. Dwayne Orton, director of education, International Business Machines; Dr. Byron Lamar Johnson, specialist in general education; and others. — Dr. John A. Sexson, Pasadena, Executive Secretary, CASA.

TWO WONDERFUL PEOPLE

Research Reveals Humanities
As Well as Verities

LAST October an appended note to the CTA Research Department questionnaire on teacher turnover in small districts volunteered the following information:

"There has been no turnover in our district, as you can see. We are husband and wife, and although the salary is low, we have a teacherage. This is a very poor district, and a good field in which to accomplish a bit for humanity, and bring a little culture to them.

(Signed) "_____, Principal."

In November a reply was received to the Research Department questionnaire on teacher supply and demand. It contained a volunteered note at the end, as follows:

We now have two classrooms. Mr. and Mrs. _____ each teach four grades. We have no replacements, no substitutes, no changes contemplated — just two wonderful people doing a fine job.

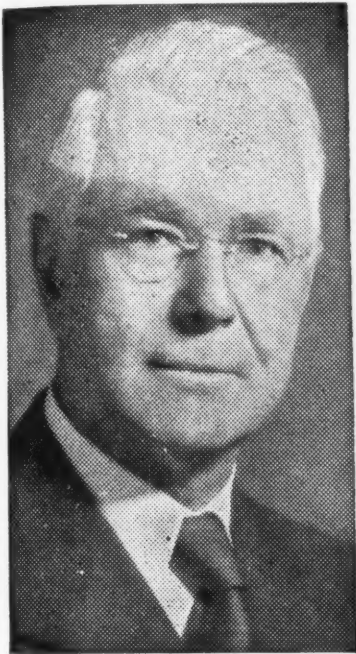
(Signed) "_____,
"Clerk of the Board."

Yes, the two returns came from the same school district, in the desert reaches of Los Angeles County. We are very happy to tell of this mutual loyalty and trust, and we are proud to reveal this small but precious example of professional idealism.

JOHN W. HARBESON

Dr. John W. Harbeson retired in June as principal of Pasadena City College, after 30 years of service in the city schools. Four major events in his honor, held during the closing weeks of his service there, paid tribute to his leadership and to the affection and esteem in which he was held. During the summer he taught at University of Illinois and is now enjoying vacation in the Berkshire hills.

Dr. Harbeson, born in 1884 in Iowa, received his B.A. degree at the University



Dr. John W. Harbeson

of Kansas, where he majored in German, with history as his minor. He obtained his Master's Degree at Columbia University in 1916 and went to Pasadena High School in 1920 as instructor in history. He was director of child welfare in Pasadena City Schools, 1921-24, and was named dean of Pasadena Junior College upon its establishment in 1924. In 1927 he was named principal of P.J.C. and has held that post ever since. He did graduate work in summer sessions at University of California, Stanford and the University of Southern California, receiving his Doctor of Philosophy Degree at U.S.C. in 1931.

He served as president of the American Association of Junior Colleges in 1942-43. With Dr. John A. Sexson, long superintendent of schools in Pasadena, Dr. Harbeson co-authored "The New American College," outstanding work on the junior college.

Educational Testing Service is offering for 1951-52 its fourth series of research fellowships in psychometrics leading to the PhD degree at Princeton University. Open to men acceptable to the Graduate School, the two fellowships each carry a stipend of \$2,375 a year and are normally renewable.

Fellows engage in part-time research in the general area of psychological measurement at the offices of the Educational Testing Service and, in addition, carry a normal program of studies in the Graduate School. Competence in mathematics and psychology

is a prerequisite for obtaining these fellowships. Information and application blanks may be obtained from Harold Gulliksen, Director of Psychometric Fellowship Program, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. The Service also has offices in Los Angeles and Chicago.

Stanford University Competitive Examination in Mathematics: The fifth examination was held March 25, 1950, in 34 high schools in California; 207 senior high school students participated. The writer of the best paper, Glen Bredon, student at Sanger Union High School, received a \$600 scholarship at Stanford University; John R. Berry of Berkeley, Richard Couchman of Santa Ana, and John Rosser of Oakland received honorable mention. — G. Szego, Executive Head, Department of Mathematics, Stanford University.

RUTH SMEAD

RUTH SMEAD, member of the Fowler (Fresno County) High School faculty, has retired after 40 years of teaching.

She went to Fowler in 1919 when the school had an enrollment of about 100 and has watched the student body increase to over 350.

For more than 20 years she had charge of the school library and the textbooks and taught a variety of subjects.

Her teaching career began in a little country school in Los Angeles County as principal and upper grades teacher. She taught in San Gabriel and South Pasadena elementary schools and one year in Contra Costa County before going to Fowler.

Miss Smead was graduated from the Pasadena elementary and high schools, received her bachelor of arts degree from Mills College and her master's degree from the University of California.

She went to England, France and the Mediterranean countries with the Bureau of University Travel and also visited the Hawaiian Islands and the Eastern states. — Ethel Roosman, Fowler.

SEYMOUR MEMORIAL AWARD

THE 1950 winners of the two \$500 Seymour Memorial Awards of the California Scholarship Federation are Arne Lindgren and Joan Godsfil.

Arne Lindgren, Chapter 36s, Huntington Park High School, is especially interested in debate and oratory, student government, track and basketball. He has been president of CSF at his school and president of Southern Regional CSF for 1949. Arne, member of the debate squad which won first in Southern California, also won the Southern California Oratory Tournament. Arne is enrolled at UCLA this fall.

Joan Godsfil, Chapter 34s, Nathaniel Norbonne High School, Los Angeles, includes among her many interests, Junior Statesmen, music, CSF, GAA, and science, particularly in micro-biology. Among the prizes won is first place in a Los Angeles city-wide music contest. Joan was CSF president during her final high school term and clerk of the Southern California Region of Junior Statesmen. Joan's college is USC.

Honorable mention was accorded to Harrison Schmidt, Chapter 14s, Canoga Park High School; Tom Kelly, Chapter



Joan Godsfil, Los Angeles

271c, Shafter High School; Nancy Smith, Chapter 196c, Burlingame High School; and Sue Andoe, Chapter 143n, Oroville High School.

The Seymour Memorial Award, in memory of Charles F. Seymour, founder of the California Scholarship Federation, was established by the Federation in 1935. The purpose of the award was to perpetuate the work and ideals of Mr. Seymour by offering a prize to the CSF Sealbearer who in the judgment of the Seymour Award Committee, is the most outstanding example of the motto: Scholarship for Service.

At first there was one annual award of \$50. In 1943, this was increased to two annual \$50 awards, one for a boy and one for a girl. Finally, in 1947, the amount was changed again to two \$500 awards.

This year, 82 applications were carefully considered. The awards were publicly presented before 1,500 CSF representatives at their southern convention at Santa Monica by Ruth Lee, committee chairman. — Mrs. Olga S. Hamman, San Diego High School.

Arne Lindgren, Huntington Park



(Please turn to Page 20)



YOUR STATE DEPARTMENT OF EDUCATION

A WORD ABOUT THE 1950 ELECTION

By Roy E. Simpson, Superintendent of Public Instruction

THE Secretary of State announced the official count of votes in the 1950 primary election contest for the office of Superintendent of Public Instruction on July 26, 1950. As the incumbent, I received 1,771,245 votes. My opponent, Miss Bernadette Doyle, listed on the ballot as "Organizer and Educator," received 605,392 votes.

First of all, I wish to express my very deep appreciation to the members and officers of the California Teachers Association for the very generous and effective support they gave my candidacy.

The election of candidates to this office, in spite of its very serious responsibilities, does not customarily attract widespread public interest to the extent that is the case in the election of candidates to gubernatorial and senatorial offices. Because of the fact that Miss Doyle, as one of the candidates this year, had frankly announced her adherence to the Communist Party, the election of the State Superintendent had greater significance than that of any other official. The school men and women of California recognized this fact, and made a strenuous effort to make the people of the State aware of the issue.

There has been a great deal of comment on the size of the vote received by Miss Doyle. It is proper that people who voted in error or ignorance should be shocked on discovering the true significance of their action. Though it has seemed to me that not all of the post-election comment on this contest has been sound, it is a good thing that there has been discussion to the end that California voters may in future be more alert to the danger of overlooking a candidate's affiliations, which, if known, would bring about a sweeping repudiation of his or her aspiration.

I cannot agree with the opinion that the vote for Miss Doyle shows an unexpected leftist swing in the political movement of California.

I must repeat that I very deeply appreciate the opportunity to continue in the office of Superintendent of Public Instruction. My intention is to work to the best of my ability to solve the many problems that confront the Public School System today. I am grateful for the splendid cooperation that has been given to the State Department of Education by the California Teachers Association and other groups of school people in the State. I am confident that we shall have an increasing public support in the years ahead.

OUR deep conviction must be that we are working together to make public education a vital constructive force in California's life.

Changes in the State College Administrations

AYMER J. HAMILTON, president of Chico State College since 1931, retired from administration of the college on July 1, 1950. Glenn Kendall, former chairman of the Division of Education and Psychology, San Francisco State College, has been appointed to succeed President Hamilton on the same date. A life-sketch of Dr. Hamilton appeared in the May issue of this magazine.

Glenn Kendall was educated in Kentucky. He is a graduate of Western Kentucky State College, Bowling Green, 1925, and holds the Master of Arts degree from University of Kentucky, Lexington. He received the Doctor of Education degree from Teachers' College, Columbia University, in 1941. He started his professional career in Kentucky, teaching for two years in rural schools and serving for two additional years as teacher and principal in a small high school. After considerable experience as principal in city public schools, he served from 1936 to 1940 as Superintendent of Education in Norris Community School, at Norris, Tennessee, a TVA community, and

as town manager of Norris for three of his four years' residence there. He taught summer sessions at various colleges and universities throughout this period.

When President William F. Russell of Teachers' College became head of the National Citizenship Education Program in 1941, he appointed Dr. Kendall to take charge of teacher education and curriculum materials for this program. Later Dr. Kendall was appointed to serve as chief of educational services of the Immigration and Naturalization Service, remaining in that position until 1945.

He became dean of the School of Education at the University of Maine in 1945. While serving at that University he participated as a leader in the first National Citizenship Conference called by the Attorney General. Since then he has been invited to participate every year as a leader in that conference. He came to San Francisco State College in 1947.

Ill health has made necessary the retirement of Arthur S. Gist, president of Humboldt State College. President Gist submitted his resignation last January, requesting that it take effect at the close of the 1949-1950 college year. His biographic

sketch appeared in the May issue of this magazine.

The appointment of Cornelius H. Siemens, director, Compton College, as acting president of Humboldt State College, was announced on June 27, 1950, by the Director of Education. At a meeting of the State Board of Education in Los Angeles, July 7, 1950, the appointment of Dr. Siemens as president of the college on a permanent basis was confirmed.

Since 1946, Dr. Siemens has served as director of Compton College, which serves pupils in the final two grades of high school and the junior college grades, and reports an attendance of over 6000 students.

From 1941 to 1946, Dr. Siemens was on the faculty of the University of California School of Education, and from 1939 to 1941 was on the faculty of San Diego State College. He taught at the University also from 1936 to 1938. His professional experience in California public schools included two years, 1934 to 1936, at Kern County High School and Junior College as an instructor in physics, and in Berkeley public schools, 1938-1939, as a supervisor and teacher of science.

He is an alumnus of the University of California, Berkeley, where he was elected to Phi Beta Kappa. He holds M.A. and Ph.D. degrees from the University. His doctorate was awarded in mathematics and education.

Dr. Siemens is married and has two children. Active in community life, he is a director of the Compton Rotary Club and director of the Compton Chamber of Commerce.

Guidebook for Conservation Education

IN order to provide necessary information and to give added impetus to the teaching of conservation in California, the State Department of Natural Resources, in cooperation with the Department of Education, has published a Guidebook for Conservation Education: A Proposal for a Program of Prompt Action in the Schools of California.

The printing of this 48-page pamphlet was made possible through an offer by the Department of Natural Resources to finance the printing of a joint publication that would contain the report entitled "A Proposal for a Program of Action in the Schools of California," prepared by the Committee on Conservation Education of the California Committee for the Study of Education, as well as a list of sources of instructional material and a directory of federal, state and private organizations concerned with conservation.

Copies of the Guidebook have been distributed to county, city and district superintendents of schools, elementary and secondary school principals (with the exception of one- and two-teacher elementary schools); in addition, each State College and accredited teacher-training institution will receive a number of library copies.

A sufficient number are also being sent to county superintendents of schools to provide for distribution to the one- and two-teacher schools under their jurisdiction.

The guidebook should serve as a useful instrument for evaluation of present programs in conservation, as well as a source of valuable information for the furthering of conservation education in the State. Additional copies may be requested by county, city and district superintendents of schools to meet specific needs of supervisory staffs and teaching personnel.

Requests should be directed to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14.

SOUTHERN PACIFIC PROUDLY PRESENTS

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TEACHERS PERSONAL LIABILITY

TEACHERS and school officials, by the very nature of their service, are placed in the sometimes embarrassing position of models in their community. As such "exemplars" they are required by public demand to exercise "more than ordinary care" in the discharge of their duties. This requirement in several instances has been recognized by the courts in cases involving suits brought by parents for damages (alleged or real) caused by acts or omissions of the teacher.

Because teachers and other school employees are dealing largely with minors whose immaturity, inexperience and helplessness make them dependent, it is obvious that the personal liability of the teacher is far greater than that of the average employee in other lines of endeavor.

A special "On-the-Job" Liability policy protects the personal risk of any employee of the public school system in California who desires to avail himself of this coverage. This policy was arranged through Charles, Ryan & Rivers, with the assistance of Schuyler C. Joyner, chairman of the

insurance committee of California Association of Public School Business Officials. Cost of this insurance is \$3 annually for \$50,000 coverage. This plan originated in Southern California and has been adopted by several other CTA Sections; coverage is available Statewide. Further information on this low-cost, broad coverage may be obtained from CTA Section Secretaries.

ATTENDANCE RECORD

MR. L. W. Ripple of Greenfield School, Bakersfield, had a goal blasted recently when illness prevented him from achieving a 30-year record of perfect attendance in the classroom. He did complete 26 years, 6 months and 3 weeks, however, and established a state and national record.

Letters from Dr. Roy Simpson and Dr. Willard Givens show that the 26 years, 6 months and 3 weeks he served without missing a single day is the longest perfect attendance record on the books.

This is Ripple's second year in Kern County. During his long career he has been a principal, high school teacher and a coach. Mr. Ripple received his bachelor of science degree in education from an Oklahoma teacher's college and his master's degree at University of New Mexico. He taught 10 years in Oklahoma, 5 in New Mexico and 12 in California. He is a native Texan.

His hobby is collecting interesting and unusual articles about people and things. Ripple says he once lived in both the states of Oklahoma and Texas at the same time, without leaving his own home. These states fought over and changed their boundary line near Magnum, Oklahoma, and he lived on the state line.

He has a large scrapbook of pictures of the high school in Weed, N. M.; each year he goes there to attend a roundup held in his honor, as he was once principal there.

He holds life membership in NEA and is a member of CTA.

Ripple's most unusual experience came recently when he was ill. His wife received her share of her late father's estate and

New Horizons in Teaching
Suggestions we hope you will find interesting and helpful

OUR DEMOCRACY

Just out is new edition of this timely booklet welcomed by teachers everywhere challenged with the present-day teaching of Our Democracy.

This new "Sweet Land of Liberty" booklet has 28 pages. The 24 pictorial charts, 7½ x 5½ inches are in two-colors. They tell in graphic, interesting form the vital story of our American form of government.

The method of presentation "is adaptable to all age-levels, appeals to all ages. For use of elementary, high, and even adult classes."

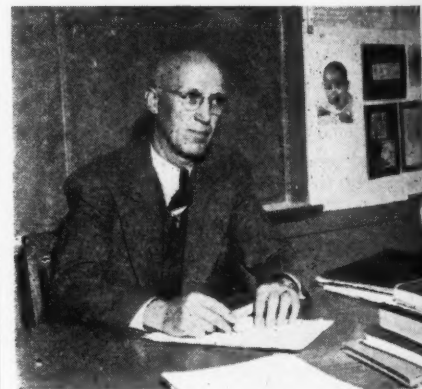
Beneath each chart is a brief, clear explanation. This strengthens the

understandings derived from the charts, focuses attention for discussions and provides amplification for points of departure.

The subjects taken up go from 1133 to 1950—from Our Heritage from Old England to today's Citizen's Bill of Duties. The chapters cover The Growth of Democracy in Early America; The Great Decision—what kind of government?; The Bill of Rights; and so on.

IF FURTHER INTERESTED—Editor and originator of the charts is DR. FRANCIS L. BACON, Dept. of Education, University of California at Los Angeles. To own a copy of "Sweet Land of Liberty", write DENOYER GEPPERT, Dept. 0, 5235 Ravenswood Ave., Chicago 40. Postpaid, 50¢. Special rates for class or school quantity.

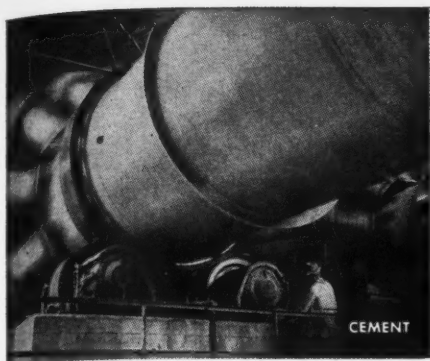
Airplane pilots are big users of chewing gum because the chewing and flavor give them a pleasant little lift. Ever try chewing delicious, refreshing **WRIGLEY'S SPEARMINT GUM** after a long day's work when grading papers, reading or studying? Try it some time.



L. W. Ripple, Bakersfield

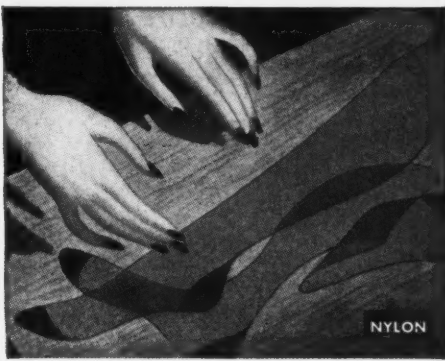
promised Mr. Ripple a nice present if he would get well. When he came home from the hospital she presented him with a new Cadillac automobile. As a school teacher this was the realization of a dream he had long since given up.

Mrs. Viola Anderson, Alisal Air Base (Monterey County) 3rd grade teacher, directs the activities of the successful and popular Air Base School nature club, which meets weekly to study birds and their habitats.



CEMENT

Sixty-five pounds of coal are needed to make every barrel of cement.



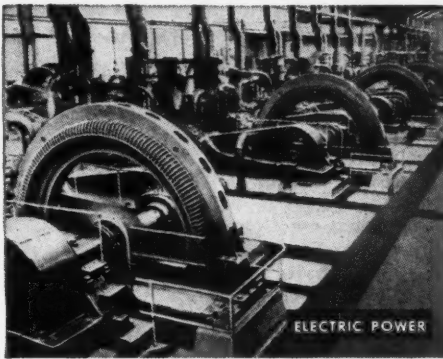
NYLON

Versatile nylon fabrics for clothing of all kinds are a product of coal "chemistry."



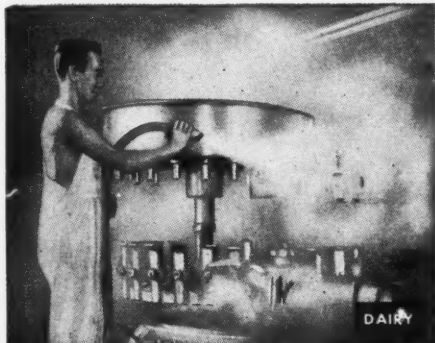
PAPER

Paper-making requires one pound of coal for each pound of finished paper.



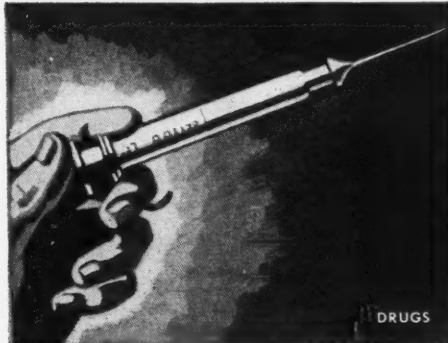
ELECTRIC POWER

Much of America's electricity is generated from coal in huge power plants like this.



DAIRY

The dairy industry uses vast amounts of coal annually for low-cost light, heat and power.



DRUGS

Sulpha drugs, aspirin, and hundreds of other "chemical" products are derived from coal.

How much coal did YOU use today?

It may come as pretty much of a surprise to you to learn how much coal the average person "uses" in a day. For instance, it takes a pound of coal to produce 100 sheets of paper the size of this page. And we *all* use paper . . . an average of more than 330 pounds a year for every man, woman and child in America.

Coal helps produce virtually everything you wear, eat or use. Your clothing is made of textiles which depend on coal throughout every step of manufacture. Electricity to light your home and school is generated from coal. And, food, both fresh and canned, depends upon coal for processing and transportation.

So it's easy to see why so much coal is needed . . . this year America will use between 450 and 500 million tons. And even if you, yourself, never buy a single lump of coal—this year you'll "use" about 6,000 pounds!

Scores of photographs like these are included in the dramatic story of COAL AT WORK. An informative, factual, profusely-illustrated booklet by that title has been prepared for use by teachers in classroom work. COAL AT WORK explains in graphic terms how coal heats and lights our cities, powers our industries and transportation — and serves the entire nation.

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1. PERHAPS I'LL BE A FARMER

Written, ill. by Ray Bethers. (Aladdin Vocation Series) Simply written, fact-filled, beautifully illustrated introduction to all phases of farming: soil formation and erosion, crop and herd selection, marketing, and farm societies are but a few topics. Recommended by Louis Bromfield for everyone. 5th grade through 9th. Retail: \$1.75; Teachers: \$1.40; Sp. Library Binding: \$2.25.



2. WHAT CAN I DO NOW?

Written, ill. by Emily R. Dow. Excellent handbook for teachers; simple, enthralling reading for youngsters. Helpful ideas for "idle" moments: indoor, outdoor games; handwork projects; things to think about, puzzle over, collect, to make; jingles and ditties, etc. 1st grade through 8th. Retail: \$1.95; Teachers: \$1.55.

3. THE CHRISTMAS FOREST

By Louise Fatio, ill. by Roger Duvoisin. A delightful, hilarious read-aloud Christmas Nonsense Story. Youngsters will enjoy the colorful, gay illustrations on every page and love Santa's little forest friends who save him from a "terrible predicament". Retail: \$1.25; Teachers: \$1.00; Sp. Lib. Binding: \$1.75.

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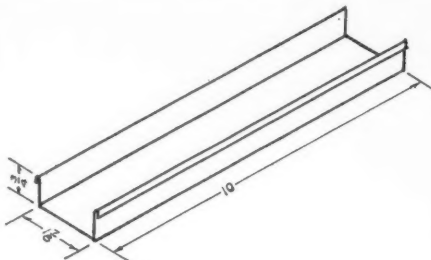
School

WELLES ERASER HOLDER

Editor, CTA Journal

Dear Sir:

The accompanying drawing shows an easily-made eraser-holder. Some teachers like to do a fast job of erasing on the blackboard; this holder will hold two erasers. If there is a metal department in the school,



they can easily make up the holder. If any teacher wants one I would be glad to make one and send it gratis. — Yours truly, Paul T. Welles, Anderson W. Clark Junior High School, 2920 Community Drive, La Crescenta P.O.

Margaret Painter of Modesto is chairman of the speech committee, National Council of Teachers of English; other California members are Dr. Harlen M. Adams, Chico State College, and E. L. Brink, San Francisco State College. The committee, to give added impetus to the improvement of Speech Education in the schools, has compiled a list of experienced speech teachers who are willing to assist in teachers' workshops, institutes, and similar professional conferences. In most instances, these teachers are available for expenses and a nominal fee; address Miss Painter at 1009 Alice Street, Modesto.

CTA LOCAL CLUB CHAPTERS

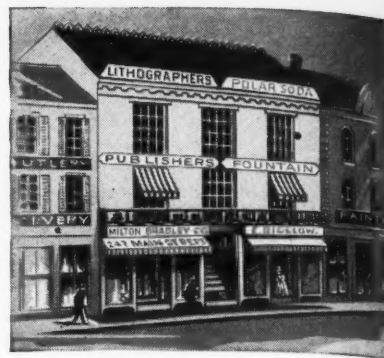
Over 150 local teachers clubs are now affiliated chapters of California Teachers Association, under charters issued by the CTA State Board of Directors. Recently the Board issued the following additional charters, bringing the total up to 165:

155. San Benito County Teachers Association.
156. Cucamonga Teachers Association.
157. Lennox Teachers Association (Inglewood).
158. West Riverside Teachers Club.
159. Beaumont Teachers Association.
160. Covina Union High School Faculty Club.
161. Indio Elementary Teachers Club.
162. Fall River Teachers Association.
163. Lassen County Teachers Association.
164. Banning Elementary Teachers Club.
165. Soledad Teachers Association.

MILTON BRADLEY CELEBRATES

THIS year, California's Centennial year, is observed by the Milton Bradley Company for the celebration of its 90th anniversary of service to the children of America, through teachers of elementary schools and mothers in the home.

This company was founded by Milton Bradley in 1860 by the production of a single game. In 1868 the school educational department was conceived through a lecture on Froebel and the kindergarten which



Milton Bradley—1860

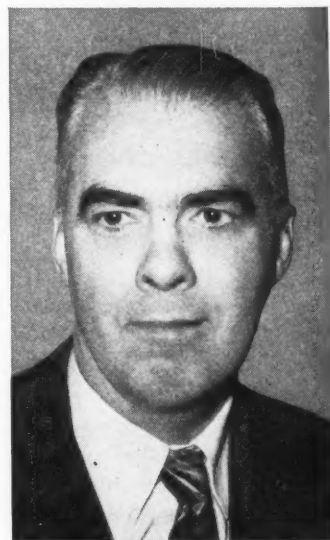
Milton Bradley attended. He became an active advocate of the kindergarten technique for child education. This method required physical accessories, such as kindergarten gifts and occupations, colored papers, and other items unavailable at that time. These he began to produce.

During the first quarter of the present century, the company's business had grown to such an extent that branch offices and warehouses were established in Boston, New York, Philadelphia, Atlanta, Chicago and San Francisco. Home office is Springfield, Massachusetts.

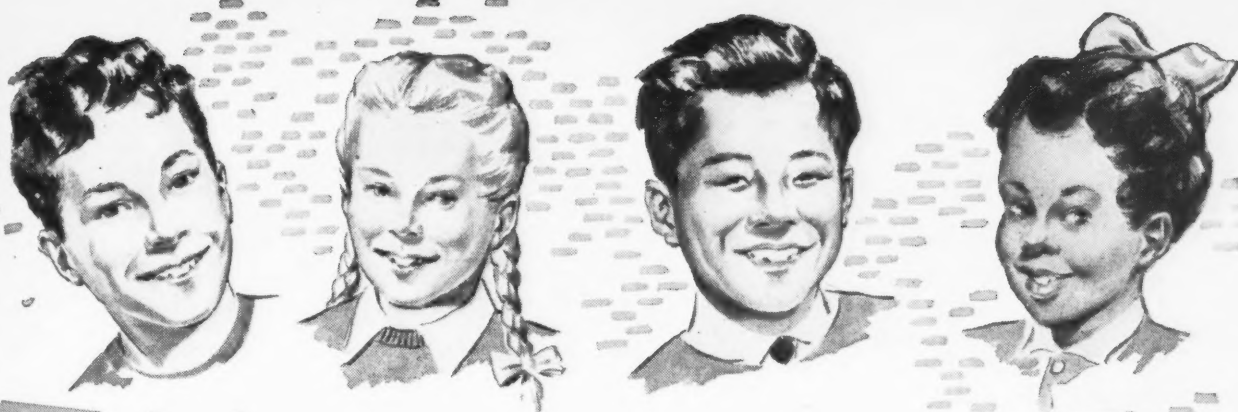
In Memoriam

Leland Pryor of Pasadena

Leland McLeod Pryor, prominent worker in California Teachers Association over many years, was killed in an automobile accident June 24 in Texas, as he and 3 others were returning from Civitan International Convention in Dallas. He was a popular Pasadena City College teacher, business educator, and past international



president of Civitan. Native of Minnesota, he had lived in Pasadena for 24 years. Past president of CTA Southern Section, he also served on the State Board of Directors, on important State committees, and as NEA State director for California. He was prominent in civic and fraternal affairs.



AMERICA'S children
are better-fed wherever
teachers are taking action!

Recent surveys show that eating habits of boys and girls have improved strikingly wherever teachers are using modern techniques to help children learn about good nutrition. But the job is big, and much more needs to be done! As Phipard and Stiebeling point out in *Adequacy of the American Diet**, "The importance of education in raising nutritional levels cannot be overemphasized. But the application of the (nutritional) knowledge we have has lagged behind its development."

**Journal of the American Medical Association, Feb. 26, 1949*

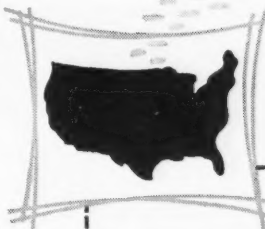


YOUR RESPONSIBILITY IS OURS, TOO

... The Millers' National Federation represents America's milling industry. We feel a responsibility toward today's children. They are *our* children, too ... our country's future. With the help of educators and nutritionists, we have developed a continuing program of supplementary teaching materials which thousands of teachers are finding extremely helpful in teaching good nutrition at various grade levels.

BREAD'S PLACE IN THE MODERN DIET

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Please send me a description of nutrition materials available for 1950 and 1951.

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Wheat Flour Institute of the Millers' National Federation

NEW BOOKS AND AUDIO-VISUAL AIDS

Two clever teaching devices invented by Agatha Magnus, 1972 North Raymond Avenue, Pasadena, help the child to learn arithmetic quickly and easily and have been tested in several Pasadena and Los Angeles schools. One gadget teaches subtraction and adding by means of a picture-slide; the other teaches multiplication and division with the help of scales that must be balanced to get the answer. For full details write to Miss Magnus.

California Test Bureau has retained Raymond Loewy Associates, internationally-famous designers, to design new formats for California Test Bureau tests, manuals, etc., making them easier to give, take, score, interpret, and to use the results. Some 39 tests and 12 manuals are now available in the new format (this includes 36 California achievement tests and 3 California short-form tests of mental maturity).

The same test booklets may be used regardless of whether the examinee marks his answers on the test booklet itself, on an ordinary machine-scoring answer sheet, or on the new CTB Scoreze answer sheet, a new dual-scoring device developed for exclusive use with California Test Bureau tests.

All manuals have been redesigned and rewritten to make them more functional—similar materials have the same position in all manuals—all materials needed are listed,—and the examiner merely reads to examinees all necessary directions. There need be no more memorizing or improvising in the administration of tests.

New devices for scoring and revised norms presented in new tables facilitate the interpretation of test scores; and new tables for adjusting norms in accordance with the median IQ's of various class groups will insure greater accuracy and fairness in the interpretation of norms.

The Bureau is located at 5916 Hollywood Boulevard, Los Angeles 28.

Standard Oil Company of California has added two publications to the list of items it offers without cost to California teachers. One is a rotogravure-type booklet called "Oil Pictures," which tells in photos and captions the many phases of the oil business, from production through marketing.

The second publication, printed on coated book stock, tells "The Story of Oil." Illustrated in color, this publication shows how crude oil is created by nature, continues with a history of the industry in brief, easily read form, and goes on with an account of production, transportation, manufacturing and marketing of the refined products.

Copies of these publications may be obtained in reasonable quantities by writing to Education Section, Public Relations Department, Standard Oil Company of California, 225 Bush Street, San Francisco.

Lillian N. Reid, head of the home economics department, San Bernardino senior high school, is author of *Personality and Etiquette*, a delightfully-written high school text which now appears in an attractive revised edition. Published by D. C. Heath and Company; 300 pages; many illustrations; and abundant good humor; price \$2. California offices of Heath are at 182 Second Street, San Francisco 5.

Perhaps I'll Be. Ray Bethers, now nationally known as painter, illustrator, world traveler and writer, and at one time the creator of an extensive series of beautiful cover-pictures in color for Sierra Educational News, is now writing a set of illustrated vocational books, *Perhaps I'll Be*. First was "Perhaps I'll Be a Sailor." Now comes "Perhaps I'll Be a Farmer"; \$1.75; published by Aladdin Books, 554 Madison Avenue, New York 22, New York. These attractive books (upper elementary grade level) are a joy to children and older people, too.

Family Living by Duvall, edited by Lewis and illustrated by Woodbury, is a highly praiseworthy modern "text for high school courses in family relationships, home and family living, preparation for marriage, marriage and family life, child development and guidance, and homemaking. It contains 6 full units on personality development, family interrelationships, boy-girl relationships, preparation for marriage, child development and guidance, and modern family life.

"The major theme that runs throughout the work is growth. Persons are seen as

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growing in their abilities to understand themselves effectively in many situations, and to choose the greater from the lesser values of life. Young people are helped to understand their own dramatic growth changes through the teen years."

This, the first of a new series of text-books in home economics, edited by Dora Lewis, chairman of the department, Hunter College, New York City, is published by The Macmillan Company; over 400 pages; many illustrations; price \$2.60. Pacific Coast branch of Macmillan is located at 350 Mission Street, San Francisco 5.

Cross Country, Geography for Children, by Hanna and Kohn, is the 4th grade book in the Scott-Foresman Social Studies Series: Curriculum Foundation Program. Seven units with a World Orientation section at the end of each unit; 28 maps, 4 in full color; 142 illustrations, many in color; 160 pages; price \$2.20; teacher's edition same price as pupils' text. The Cross-Country plan focuses teaching on a cross-section of our nation and on geographic features "here at home" which have their counterparts throughout the world. Unit by unit the basic geographic understandings and skills that 9-year-olds need and are ready to absorb are introduced and thoroughly developed.

Birds of the West, by Dr. Ernest Sheldon Booth, professor of zoology, Walla Walla College, is a richly-illustrated, 8 1/4 x 5 1/2 size manual of over 400 pages, published by Stanford University Press. It will come into wide usage among bird lovers and teachers throughout the Western states. There are several plates illustrating many species in full color. This fine new edition will be heartily welcomed; price \$6.

You and Your Community, by O'Rourke, a nationally-known secondary-school text which first appeared in 1938, went through several revisions and is now brought out by D. C. Heath and Company in a beautiful new edition of nearly 700 pages, with many illustrations and charts. This 100% functional civics text has been popular with teachers and students for over 10 years; it brings government and community activities within the pupils' experience; price \$3.

Counseling Adolescents, by Hamrin and Paulson, a practical how-to-do-it book of 300 pages for the teacher or counselor, is published by Science Research Associates, 228 South Wabash Avenue, Chicago 4 (price \$3.50) as one of their Professional Guidance Series.

World History, second revised edition, by Hayes, Moon, and Wayland, a substantial text of nearly 900 pages, with many illustrations, is a worthy successor of the many previous editions. First published in 1932, this truly world history attractively presents a vast panorama in a helpful manner for secondary school students. There are many new illustrations and maps. The Macmillan Company; price \$2.48.

The Old Oregon Country, a story of frontier trade transportation and travel, by Dr. Oscar O. Winther, associate professor of history and assistant dean of the graduate school at Indiana University, is a beautiful and authoritative, large format book of 360 pages, illustrated, published by Stanford University Press; price \$7.50. One of the Stanford Transportation Series, this book

New!

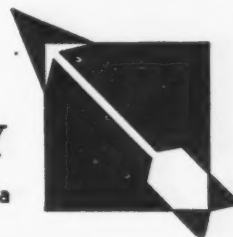
POTTER - DUNN - ALLEN - GOLDTHWAITE MATHEMATICS TO USE

This is a practical mathematics book for those who are not preparing for college. Meaning is stressed, with the laboratory method of learning used wherever possible. An early introduction of the formula helps pupils to work with algebraic letters in a natural, easy way. Each process is taught in very short steps to insure understanding. The spiral method of development is featured. There is constant drill on arithmetic fundamentals. To prevent monotony, work in basic arithmetic is broken into units and presented with geometric material. Emphasis is placed on student-interests, with mathematics continually linked to everyday living.

For more information write to

GINN AND COMPANY

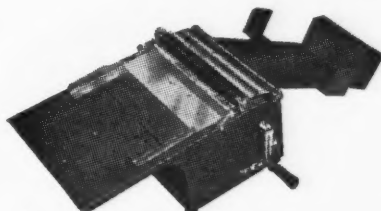
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What a glorious feeling it is to realize that your own foresight has provided cash in time of need. It is so much better to receive a check instead of only "bills" and "more bills."

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tells for the first time the whole story of travel and travelers in America's Pacific Northwest.

Teaching in Elementary School, by Mehl, Mills and Douglass, all of University of Colorado, is another volume in the Douglass Series in Education. The editor is the director, college of education, University of Colorado. There are now 7 large books in this impressive and up-to-date series. The present book is a comprehensive treatment of the fundamental theory and practice of teaching in American elementary schools, intended for use by students and teachers; price \$4.50; 550 pages; illustrated; published by The Ronald Press Company, 15 East 26th Street, New York 10, N. Y.

Home and School Work Together for Children is the title of the 21st yearbook, California Elementary School Administrators Association, 155 pages, substantially bound; price \$2.50. President of the association is Carl Lundberg of Madera; yearbook editor, Mary Mullen of Alhambra; yearbook distributor, Fred Zimmerman, 3720 Penniman Avenue, Oakland 2. Congratulations to the committee and all who participated in creating the very helpful materials which comprise this praiseworthy annual. The book includes a roster of the members of the association.

The Psychology of Mental Health, an authoritative text of 750 pages for college and university use, by Dr. Louis P. Thorpe, professor of education and psychology, University of Southern California, is published by Ronald Press Company, 15 East 26th Street, New York 10, N.Y.; price \$5. Admirably arranged, written in a clear, pleasing manner, and with illustrations, this up-to-date manual is of value to all teachers and to everyone interested in the field of mental health.

California Industrial Education Association News is a praiseworthy professional illustrated newspaper serving over 3,000 shop teachers; published bimonthly and now in its 5th volume. Editor is Franklin Johnson, Los Angeles. A recent issue carries an attractive full-page display statement of the CIEA Professional Standards, a code of ethics recently adopted by the executive council of the association.

FOUR NEW FILMS

Films are 16mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors. For those you are unable to locate, a note to CTA Journal will be forwarded to the producers.

Painting with Sand. 10 min. color. Encyclopaedia Britannica Films.

Sensitive presentation of the Navajo ceremonial and suggestion of the ancient symbolism and its social function, accompany the visual story as the medicine man and his helpers perform the healing ritual for the small lad. Rich colors of desert setting, of costume, and the authentic design of the painting give beauty appealing to art, anthropology or social studies classes of any age.

Speech: Gestures. 10 min. Young America Films.

Contrasts two speakers using the same words, but with what a difference when one uses natural, descriptive gestures. Shows a good speaker seen as well as heard. If your listeners wish you or they were somewhere else this film is for you and your speech classes, as are others in the series on stage fright, posture, and use of the voice.

Let's Catch Fewer Colds. 10 min. color also, Coronet.

Finding fun in good health is illustrated as students explain colorful posters they've made. A look right into Billy's head shows mouth, nose and throat structure, and what happens if he has a cold. Rules to prevent colds and what to do if you fail to keep the rules. Excellent constructive suggestions and apt handling in this film merit attention by parents, teachers and health workers as well as by school youth.

Clay in Action. 10 min. Encyclopaedia Britannica Films.

Sculptor Arturo Fallico builds an armature and models a head, showing his method of making a portrait in clay, building planes and masses, smoothing features with his skilled thumb. For advanced art classes.

Playground Directors Guide for Elementary Schools is a very useful 36-page manual, issued by Los Angeles City School Districts, Alexander J. Stoddard, superintendent; a concise practical handbook prepared by staff members of physical and

CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH

LAST October an important announcement of the publication of a new research journal—the California Journal of Educational Research—was sent by the California Teachers Association to all California school districts, county offices, colleges and universities, and libraries.

We are happy to report that the response to the California Journal of Educational Research was immediate and enthusiastic. Twenty-four states, in addition to California, became early subscribers. Within the State, 28 of the 33 colleges and universities are using the magazine; 34 of the 58 county school offices are subscribers; and a surprising proportion of the school districts are on the subscription list. Some of the districts, both large and small, have sent in multiple subscriptions, indicating that the journal has widespread appeal for their staffs.

Three issues of the journal have been published to date; the next issue will be off the press in September. Although our supply of back issues is limited, we can fur-

nish copies to most of our late subscribers. The journal is published 5 times a year; the annual subscription rate is \$6. School district funds may be used to purchase the California Journal of Educational Research.

The new research journal serves a unique role, one which makes the publication an indispensable reference source for school administrators. We are attempting to interpret in nontechnical language the most significant research studies that have been completed in school district and county research departments, in the State Department of Education, and in the various colleges and universities. Emphasis is placed upon research that has practical application for school use. Every school district office has a need for this research publication.

health education and youth services branch, Lawrence E. Houston, director.

Broadcast News, AM, FM, Television, is published by Radio Corporation of America, Engineering Products Division, Camden, New Jersey; subscription \$4 for 12 issues. John P. Taylor is editor. This profusely-illustrated periodical is of great value to all workers in the technical fields of broadcasting.

Eugenical News, a review of eugenics, and related problems of human heredity, population and the family, with special reference to education and social action, is published quarterly by American Eugenics Society; acting executive secretary is Dr. Maurice A. Bigelow, professor emeritus, biology, Columbia University; address 1790 Broadway, room 1404, New York 19, New York.

Youth Argosy, an educational, nonprofit membership organization, cooperating with other groups to provide low-cost travel with the serious purpose of broadening intellectual, cultural and spiritual horizons and cementing friendly relations with young people of all nations, creeds and races. Youth Argosy magazine, now in its second volume, carries the story of its members in experiences, plans, and discussions; price per issue, 25c; address the international headquarters at Northfield, Mass.

To inform California public school teachers and librarians of the material that is available on the State's geology, and mineral resources and industry, the State

Division of Mines and the Department of Natural Resources has assembled an information kit of representative publications and publication source-lists. Teachers and librarians desiring this kit may obtain it free on request to Roy Nielsen, Librarian, State Division of Mines, Ferry Building, San Francisco.

Health and Fun, by Charters-Smiley-Strang, answers a long-felt need in the field of health instruction. The basic principles of health are presented in picture form to eliminate the vocabulary problems of the first grade. The text-workbook is designed to conform to the reading readiness program of the first grade. Many teachers suggestions are included. Macmillan; 64c.

At Home on Our Earth, by Whipple and James, is intended to serve a two-fold purpose — first, to give a regional study of the United States and the British Commonwealth of Nations and, secondly, to maintain and extend the geography principles that were developed in the first three books of the series. The outstanding single feature of the book is its maps. The approach to map reading, so well developed in the first books of the series, reaches in this book the climax of effectiveness. Macmillan; \$2.96.

The American Nature Study Society has its national headquarters at the office of the secretary-treasurer, Richard L. Weaver, address P.O. Box 1078, Chapel Hill, North Carolina. President and conservation chairman is Richard W. Westwood, 1214 Sixteenth Street, NW, Washington, DC. Official publications of the Society are, — Outdoor Illustrated; News Letter; Cornell Rural School Leaflet.

Life Adjustment Booklets are published monthly, September through May, 60c each, and cover in an authoritative and interesting way the problems of the teenager. Address Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois, for complete catalog of guidance materials and occupational information.

Be Your Own Lighting Expert, how you can make the most of your present facilities, is a valuable illustrated article by Charles D. Gibson, supervising field representative, Los Angeles Office of School Planning, State Department of Education. Formerly a California classroom teacher and superintendent of schools, he presents in NEA Journal, April issue, practical material in a helpful way.

FOR YOUNG PEOPLE

By Laura B. Everett, Oroville

Your Young Life, by Marjory Hall. High school girls, clear through the senior class, will read this story of Fern Clayton and her work on a magazine — and then read it again. Learning what was expected of her and how to get on with people, is winningly told against a background of romance. Houghton Mifflin; \$2.50.

Senior Year, by Anne Emery. Romance that formerly flitted into the final chapters of books for high school girls, here, as in many recent volumes, comes in with the first chapter and claims all the rest. Westminster Press; \$2.50.

Trigger John's Son, by Tom Robinson, illustrated by Robert McCloskey. "A full-size novel for the young . . ." Perhaps the

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"I keep up professionally on new trends by reading the Christian Science Monitor's Education pages. That's where I learn methods which make teaching easier and more effective. One article explained new uses for our tape recorder which I hadn't even considered."

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The interpretive reporting and timely features of the Christian Science Monitor can save you hours of tedious research for source material. This international daily newspaper not only reports the day's events as compiled from its exclusive global offices, but also furnishes vital background information to help you appraise and interpret the news.

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author has inherited the spirit of Tom Sawyer. He succeeds in putting that spirit into his books. Trigger, a run-away twelve-year-old, is the center of the story, but his adult friend, George Smith, is worth knowing, too. Trigger John's Son, 1934, is now put out for the boys of today. Viking; \$2.50.

Midnight Patriot, by Emma L. Patterson. "The spy flings away honor in the sight of men," said John Jay to the young man who became a secret aid to the cause of the Colonies. The arrival of the British in New York is the opening event in a novel that makes Revolutionary history come alive for young people. Longmans; \$2.75.

Young Nathan, by Marion Marsh Brown. The fictionalized biography of Nathan Hale, our Revolutionary spy, who regretted that he had but one life to give for his country. Westminster; \$2.50.

The Long Portage, by Herbert Best. A New York waterfront orphan in the French and Indian War, and Lord Howe, his benefactor. The Battle of Ticonderoga. Good history and a compelling story. Viking; \$2.50.

Crazy Horse, Great Warrior of the Sioux, by Shannon Garst; illustrated by William Moyers. A sympathetic, well-written life of the great Sioux leader. An excellent chronology and bibliography at end. Houghton Mifflin; \$2.75.

Fiddling Cowboy (illustrated), by Adolph Regli, author of The Mayos, Pioneers in Medicine. A swift-moving story of the Old West in the middle '70's, worth any boy's reading. McKay; \$2.50.

Dog Show, a selection of favorite dog stories; with portraits of real dogs by Marie C. Nichols. Compiled by Wilhelmina Harper. Sixteen of the choicest, including "Gulliver the Great," "Lassie Come-Home," "A Boy and a Dog," by Elsie Singmaster, and "Mickey," by Edward Weeks. Houghton Mifflin; \$2.75.

The Playmaker of Avon, by Charles Norman. Admirable for high schools and junior colleges. It might be entitled "Shakespeare and His Friends"; clear and interesting explanations of the original material. McKay; \$3.

South Pole Huskey, by Charles S. Strong. A story for every boy, against the background of an Amundsen expedition. Longmans; \$2.75.

Tree of Freedom, by Rebecca Caudill. A vivid story of settlers' life in Kentucky in 1780. The Venable family are true to life, and Stephanie is an admirable heroine. Viking; \$2.50.

Boarding School, by Regina J. Woody; illustrated by Janet Kimball. What Abby Hawes, who had traveled with her parents but had never been to school, had to learn when she entered Waban Hall Academy. A story girls will love. Houghton Mifflin; \$2.50.

INDIANA CONFERENCE

(Continued from Page 10)

Department of Education, and lay groups.

13. Role of the Institution in Educational and Professional Leadership. The importance of an adequate faculty, high in leadership qualities, was stressed by many groups. Teachers who are preparing teachers should have had wide experience in the public schools and should be constantly in

real touch with them. Emphasis was placed upon the importance of participation in professional organizations.

14. Cooperative Development and Application of Standards. Two suggestions were advanced: 1. that a council be formed with balanced representation from 16 interested organizations, and 2. that the NEA, in conference with interested agencies, evolve a general statement; that the NEA designate its department, the American Association of Colleges for Teacher Education, to interpret these principles in written standards of accreditation; that

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the NEA designate the AACTE as the official agency to use these standards as an instrument in conjunction with the legal agencies, these agencies having been major participants in the foregoing steps.

The Conference recommended that the NEA, through the Commission on Teacher Education and Professional Standards, institute a program and take the steps necessary for developing and maintaining an understanding and acceptance by all members of the profession and by lay groups of the program of evaluation and accrediting of teacher education programs.

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JUVENILE PROTECTION

(Continued from Page 15)

years a very serious problem—vandalism, immorality, and other sorts of undesirable conduct. This year our PTAs sent out letters to parents urging them to offer chaperonage to their children, or to visit them during the week, to be sure that they had a place to stay and would not be sleeping in their cars or on the beaches, and to see to it that they had enough money for food, and so on. This matter of parental responsibility, however, could not be the whole solution for the situation, because we realized that most of the high-school visitors to Balboa-Newport area would not welcome chaperonage (certainly the boys would not). So, more had to be done.

The Juvenile Protection chairman of our largest district, from which most of the visitors to Balboa go, received splendid cooperation from a noted youth group leader in a plan for a program of activities at Balboa which would be wholesome. They worked out a schedule for a series of meetings before vacation week, which were attended by representatives from many high schools. Then the young people, with the guidance of a few adults, formed committees, made up a calendar of events, secured a "clubhouse" in Balboa, made posters, rode up and down the streets in jeeps to let the young people know about the entertainments available, and altogether conducted a program of activities which decreased the vandalism and police problems by 70 per cent. So enthusiastic is everybody with the results that the Balboa Chamber of Commerce, which did not sponsor any activities this year, has asked to be allowed to do so next year and has promised a sizable monetary donation. The young people have formed a permanent committee, have elected officers, and intend to meet twice early next spring, before Easter vacation, to prepare a more extensive program than they were able to do this year when they had such a short time for preparations.

Other projects can, for lack of space, merely be listed, without details. Recreational facilities have been increased almost everywhere; liquor licenses protested; public health projects undertaken; leaders secured for youth groups; youth groups sponsored; foster homes secured; campships awarded; chaperonage provided for teen-age parties; indecent shows stopped; curfew ordinances established; "comics" and salacious literature controlled; various measures undertaken against gambling; measures to counteract poor behavior and vandalism in theatres; guidance and counselling services established; employment for teen-agers; youth councils formed; underpasses and tunnels patrolled by parents; much work to improve county detention homes, to secure segregation of dependent from delinquent children; to provide equipment, to establish a school in the home, etc.; and so on.

Throughout the State many conferences have been held leading to the Mid-Century White House Conference to be held in Washington in December.

An integral part of our Juvenile Protection work is our constant concern to secure for all youth-serving agencies properly qualified personnel. In law-enforcement, for example, we urge city police departments and county sheriffs' offices to establish juvenile divisions, wherever the density of population justifies added personnel. To this end we have cooperated with the very fine Delinquency Control Institute of the University of Southern California, which

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gives a 12-weeks training course in juvenile work to law-enforcement officers. We have been privileged to speak to this class, telling them about our organization, and particularly about our Juvenile Protection work, and suggesting how we can cooperate with juvenile officers and how they can work with us.

Reduced to cold print, this account conveys a most inadequate idea of the vast amount of energy and thought that has been expended in our California Congress on the multitudinous problems of Juvenile Protection. But we know that progress has been made, the over-all situation is a little better than it was a year ago, and there is an increasing awareness on the part of all segments of the community that protection is a total community task. It is a heart-warming experience to work with the many fine people in the public and private agencies of the child welfare field, and to find that they are all genuinely interested in youth. Which all adds up to the conclusion that it is indeed a privilege to be a Juvenile Protection chairman.

"It's News to Me"

THESE are announcements by the manufacturers of new products which we believe will be of professional interest to educators. You will want to check and compare these items with others to be found in your school supply store. If unable to find any of these items locally, write to this magazine and we will tell you where you may find them.

Vaporite self-filling marking pens are becoming widely used in the schools. Felt writing-nib comes in 3 widths, 1/8, 1/4, and 3/8 inches. These brush-pens, convenient pocket-size, are leak-proof; mark legibly and evenly; the ink flows instantly, freely; dries instantly and is available in 8 colors.

The American Folding Fifties are a trio of strong, handy chairs for cafeterias, gymnasiums, libraries, auditoriums and other uses. Designed for even greater comfort than their predecessors, the famous "Forties." Have wider, deeper, shaped seats; wider, deeper, formed back panels. No sliding nor binding parts, no snagging, pinching or soiling hazards. Fold quickly and quietly. Light—easy to carry and to store.

First Aid Information Wheel gives authoritative first aid information quickly—indicates the symptoms and care in all emergencies. Prepared by a director of health and physical education; single wheels \$1, lower prices for quantity.

Tot 50 stapling kit comes in an attractive purse- and pocket-size plastic case together with 1,000 standard Tot staples. Will firmly bind at least 20 sheets of paper with the slightest pressure. On sale in stationery, hardware, drug and department stores for 98 cents complete.

New Tape Recorder. Recording 2 full hours on 7-inch dual tape, tone control for the play back and an instant stop switch are features; compact, weighs 17 pounds. Retail for \$109.50. Cannot erase accidentally. Can be used as a public address system.

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COMING EVENTS

August 26 — CTA State Board of Directors; regular meeting. San Francisco.

September 1 — California Association of Public School Business Officials, Southern Section; regular meeting. Los Angeles.

September 4 — Labor Day.

September 9 — ADMISSION DAY; Centennial Celebration of California's Admission to the Union as a State.

September 13, 14 — California Congress of Parents and Teachers; state board of managers meeting. San Francisco.

September 17 — U.S. Constitution Day.

September 22-24 — CTA Northern Section; annual training conference for leaders. Manzanita Lake Lodge, Mt. Lassen National Park.

September 29-October 1 — CTA Southern Section; annual training conference for leaders. Camp Seeley, San Bernardino Mountains.

September 30 — CTA Central Section; advisory committee meeting. Fresno.

September 30 — CTA Bay Section Council; regular meeting. Womens City Club, San Francisco.

October 1-4 — California School Trustees Association; 20th annual convention. U. S. Grant Hotel and Balboa Park, San Diego.

October 4-7 — California Association of School Administrators; annual convention. San Diego.

October 6 — California Association of Public School Business Officials, Southern Section; regular meeting. Los Angeles.

October 7 — CTA State Board of Directors; regular meeting. San Francisco.

October 7 — California Association of Childhood Education, Southern Section; fall study conference. Alhambra.

October 8 — California Association of Supervisors of Child Welfare and Attendance; executive committee meeting. San Diego.

October 8-11 — California Association of Child Welfare and Attendance; annual meeting; conference on direction and improvement of instruction and on child welfare. U. S. Grant Hotel, San Diego.

October 9 — California School Supervisors Association, Central Coast Section; business meeting. San Diego.

October 9-11 — County and Rural Area Superintendents; 5th national conference. Columbus, Ohio.

October 12 — Columbus Day.

October 13, 14 — State Board of Education; regular meeting. San Francisco.

October 14 — CTA Southern Section Council; regular meeting. At the Section Headquarters, Los Angeles.

October 15-17 — National Council for Educational Travel; meeting. Western Illinois State College, Macomb, Illinois.

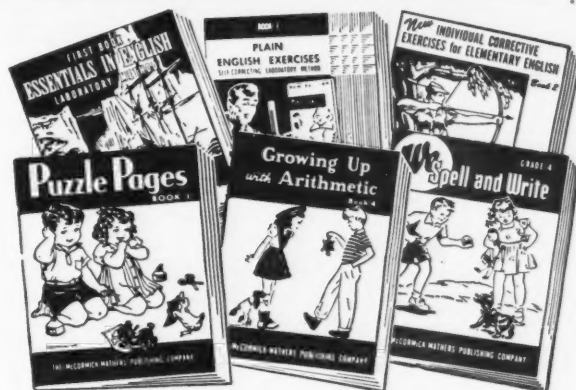
October 16-24 — United Nations Week.

October 18-20 — NEA Department of Adult Education; annual fall conference. Chicago.

October 20 — CTA North Coast Section; first annual training conference for leaders. Benbow's Lodge on the Redwood Highway.

October 20-21 — Council of California Vocational Associations; regular meeting. Chico.

(Please turn to Page 32)



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2b. Suggested Activities for Social Studies for Primary; for Third Grade; for Fourth Grade, compiled by the director of primary education and curriculum at Berwyn, Ill. The activities were carried out with Follett Unified Social Studies texts for those grade levels. In ordering, indicate grade desired. Follett Publishing Co.

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4b. Catalog No. 225 features a complete line of folding tables, including cafeteria and kindergarten tables. The Monroe Company, Inc.

5b. Sunshine's Fund Raising Plan for Organizations—a method used by schools and clubs throughout the country to raise funds for important group projects through sale of Sunshine cards. Sunshine Art Studios.

6b. Catalog of U. S. Government Films for School and Industry. A listing of 16mm

films for entertainment and recreation, instruction and church use. Castle Films.

7b. Old King Coal Calls a New Tune—a lively quiz booklet. Your pupils will enjoy learning about our greatest natural resource with this entertaining and accurate booklet. Bituminous Coal Institute.

9b. Getting the Most Out of Crayons—Pamphlet on the uses of crayons, illustrated by four-color plates of crayon sketches. Explains difference in crayon composition and type of work for which each kind is best adapted; directions for artistic blending and shading; with listing of old and new types of crayons available for educational use. Milton Bradley Company.

10b. New RCA Victor Educational Record catalog. Lists and classifies records especially for the elementary school music program. RCA Victor.

12b. Tape recording booklet has interesting new ideas for every classroom. Gives case histories of how and where tape recordings are used to lighten teachers work and improve students concentration. Minnesota Mining & Mfg. Company.

14b. Source Materials for integrated nutrition and health programs describes new classroom aids for teaching nutrition at various grade levels. Developed by specialists in nutrition and education, these supplementary materials stress all food groups, in their proper inter-relationship. Wheat Flour Institute of the Miller's National Federation.

16b. Folder describing low cost 10-way protection insurance against sickness, accident and quarantine. Teachers Casualty Underwriters will also send you "out-of-the-grab-bag," an attractive, useful souvenir.

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COMING EVENTS

(Continued from Page 31)

October 20-21—California Association of Secondary School Administrators Representative Council; fall meeting. San Francisco.

October 20-22—American Association of School Administrators; meeting of superintendents of schools in cities with population over 200,000. New York City.

October 21—CTA Central Section Council; regular meeting. Fresno.

October 21—California Scholarship Federation; annual business meeting. Hotel Californian, Fresno.

October 23—CTA North Coast Section Council; regular meeting. Eureka.

October 26—California Committee for the Study of Education; regular meeting. Berkeley.

October 27—Navy Day.

October 27, 28—California Association of Secondary School Administrators Affiliations Committee; fall meeting. Berkeley.

October 27, 28—Delta Kappa Gamma; executive board meeting. Santa Barbara.

October 28—CTA Northern Section Council regular meeting. Marysville.

October 27-29—CTA Bay Section; annual training conference for leaders. Asilomar.

October 27-29—CTA Central Coast Section; annual training conference for leaders. Asilomar.

October 27-29—California Student Teachers Association; officers training conference. Asilomar.

October 28—National Association of Journalism Directors, California Division, Southern Section; fall meeting. University of California, Los Angeles.

October 31—Hallowe'en.

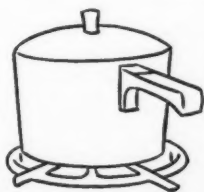
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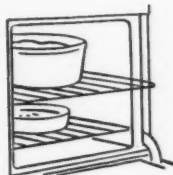
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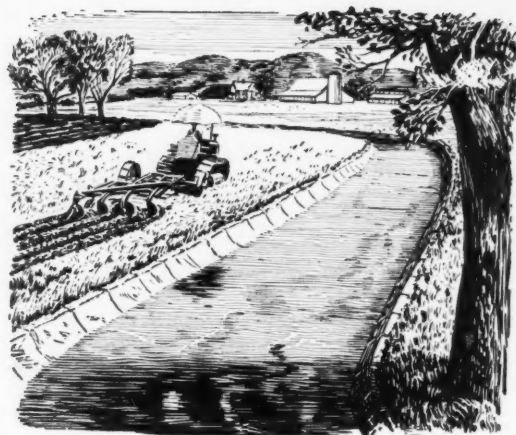
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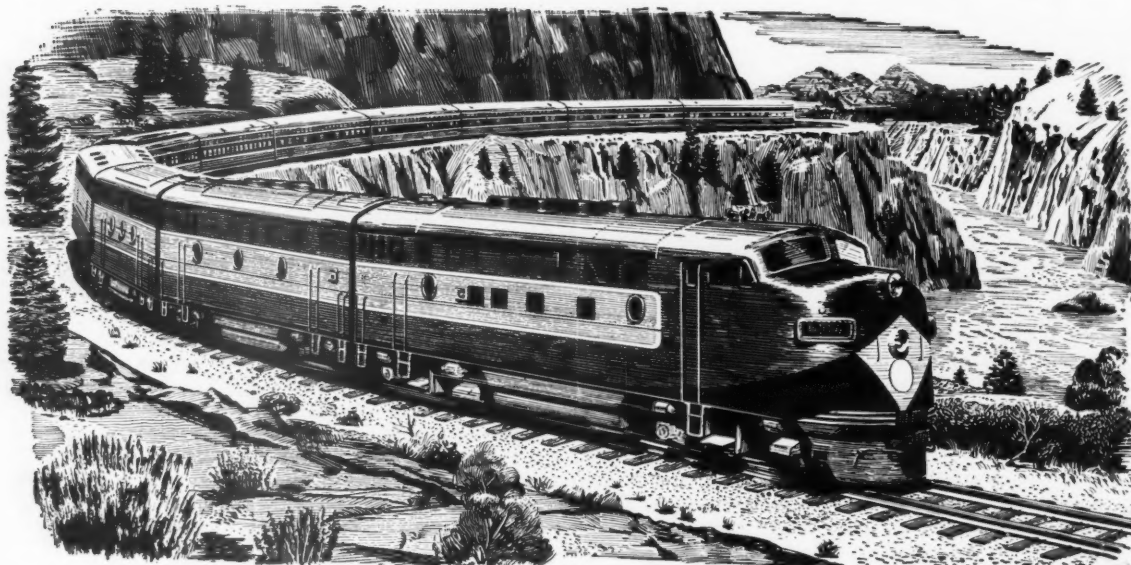
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